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ABSTRACT

The goal of the Wisconsin "Model Academic Standards for Social Studies" is to design a social studies program that develops knowledgeable, active citizens who are able to recognize, analyze, and act on personal and public problems or decisions that affect the well-being of an individual, group, a nation, or the world. Following an introduction, the guide is divided into 14 chapters: (1) "Organizing the Social Studies Curriculum: Recommended Scope and Sequence in Wisconsin's Schools for Social Studies"; (2) "Social Studies Skills: Skills Related to Processes in Social Studies"; (3) "Curriculum Connections: Curriculum Connections Take Time and Teacher Knowledge"; (4) "Geography: People, Places, and Environments"; (5) "History: Time, Continuity, and Change"; (6) "Political Science and Citizenship: Power, Authority, Governance, and Responsibility"; (7) "Economics: Production, Distribution, Exchange, and Consumption"; (8) "The Behavioral Sciences: Individuals, Institutions, and Society (Culture)"; (9) "Additional Studies within the Scope of Social Studies"; (10) "Student Assessment in Social Studies"; (11) "Technology in the Social Studies"; (12) "Evaluating Programs and Resources"; (13) "Professional Development"; and (14) "Teaching and Learning Strategies." Includes an appendix and a resources list. (BT)

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Planning Curriculum in Social Studies.

Karen R. Prickette

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Planning Curriculum in

Social Studies

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Planning Curriculum in Social Studies

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Foreword

Ask any person to identify the 10 most important issues of our times and the majority of those issues are most likely included in the content of the social studies curriculum. The greatest challenge in the development and teaching of a social studies curriculum is in selecting information, developing relationships among pieces of information, and structuring lessons in which students can create knowledge using information.

The most important goal of a social studies program is to develop knowledgeable, active citizens who are able to recognize, analyze, and act on personal and public problems or decisions that affect the well being of an individual, a group, a nation, or the world. *Wisconsin's Model Academic Standards for Social Studies* were designed with this goal in mind; this guide provides additional help in implementing those standards.

Geography, history, political science and citizenship, economics, and the behavioral sciences are included in *Wisconsin's Model Academic Standards for Social Studies*. Achieving the performance standards will help students gain the knowledge, skills, and civic inspiration they need to apply their learning as citizens and members of our democratic society.

Many Wisconsin educators contributed to this guide. They provided excellent ideas to develop standards-led curriculum, instruction, and assessment and to help teachers choose from a variety of instructional strategies.

I sincerely thank the task force authors—Hal Balsiger, Paula DeHart, Margaret Laughlin, Steve Rose, and Michael Yell—and the reviewing task force members for their contribution to the education of Wisconsin students.

John T. Benson
State Superintendent of Public Instruction

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The department expresses the utmost appreciation and thanks to the team of authors who committed their time and knowledge to make this guide possible. Their dedication to their profession and to raising student achievement is commendable.

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Preface

Wisconsin social studies educators provide leadership in the field of social studies not only for the state but also for the nation. The *1986 Guide to Curriculum Planning in Social Studies*, published by the Wisconsin Department of Public Instruction and a best-seller in Wisconsin, in the nation, and internationally, led the way in the development of the 10 thematic curriculum strands in the *Curriculum Standards for Social Studies: Expectations of Excellence*, developed by the National Council for the Social Studies (NCSS). The ideas and resources presented in this new guide draw inspiration from the NCSS standards and *Wisconsin's Model Academic Standards for Social Studies* and expand further the ideas presented in the 1986 Wisconsin curriculum planning guide.

Planning Curriculum in Social Studies is designed with two primary purposes in mind:

1. To help educators develop coherent social studies curriculum and programs that help students develop knowledge and understanding of the major ideas and concepts of the field of social studies and help students to become effective citizens.
2. To help curriculum coordinators and teachers plan a social studies program using *Wisconsin's Model Academic Standards for Social Studies* and the vision of powerful teaching and learning developed by the National Council for the Social Studies.

Social studies will never be lacking for content! A major challenge facing this field of study is the ever-increasing amount of information. For this reason the authors of this guide encourage an even greater focus on the big ideas and major concepts of social studies. The content of social studies must be organized around the most important ideas and concepts so that students can apply them to the past, present, and future. Unless the curriculum requires a greater depth of knowledge and understanding, students will continue to leave school without a framework for applying their knowledge and skills to current and new issues and problems.

The authors of this guide attempt specifically to achieve the following:

1. Link the NCSS's "Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy" with current research to support the ideas in this guide.
2. Describe the structure of the disciplines in the five strands of *Wisconsin's Model Academic Standards for Social Studies* and give examples of standards-led models for each discipline.
3. Show how standards lead assessment, curriculum, instruction, and staff development

4. Identify the concepts described in the standards.
5. Describe the spiraling nature of the standards and the concepts.
6. Indicate the need for articulation between K–12 teachers and others in each local school and district.
7. Provide a focus on the Wisconsin social studies performance standards and concepts in the Wisconsin Student Assessment System while recognizing local district control of social studies curriculum content.
8. Identify ways to teach and assess concepts, content, and skills in instructional units, lessons, or longer projects.
9. Explain how teachers recognize and develop evidence statements of learning early in the planning process to determine if students are demonstrating achievement of the concepts and standards.
10. Present models of teaching and learning strategies that will help students develop concepts and deep understandings of social studies content.
11. Suggest professional development opportunities needed to develop social studies programs and learning experiences for students.
12. Identify some ways to incorporate technology to help students meet the social studies standards.
13. Identify a format for a comprehensive evaluation of programs and instructional materials.
14. Include suggested resources and descriptions of professional organizations.

Here are some suggestions on how to use this guide:

1. Use segments of the guide to engage in regular and ongoing professional development to implement the standards, assessment, curriculum, and instruction.

   - Examine local district curriculum content with suggestions included in the guide.
   - Review instructional strategies with those in use and those suggested in the guide.
   - Review assessment strategies and how they link to instructional strategies.
   - Reflect on the nature of social studies and its place in the overall school curriculum.

2. Use the guide to develop conversations and discussions with colleagues, students, parents, administrators, community members, the board of education, and others.
3. Create and maintain a quality social studies program by incorporating information in this guide and from other quality resources.
4. Advocate the development of a strong social studies program in the local district and individual schools.
5. Identify state and national professional development organizations and activities and become an active participant.

The reviewers of this guide repeatedly emphasized the needs of visual learners. Figure FM.1 is a visual table of contents. Throughout the guide, charts and diagrams will help explain the ideas presented.

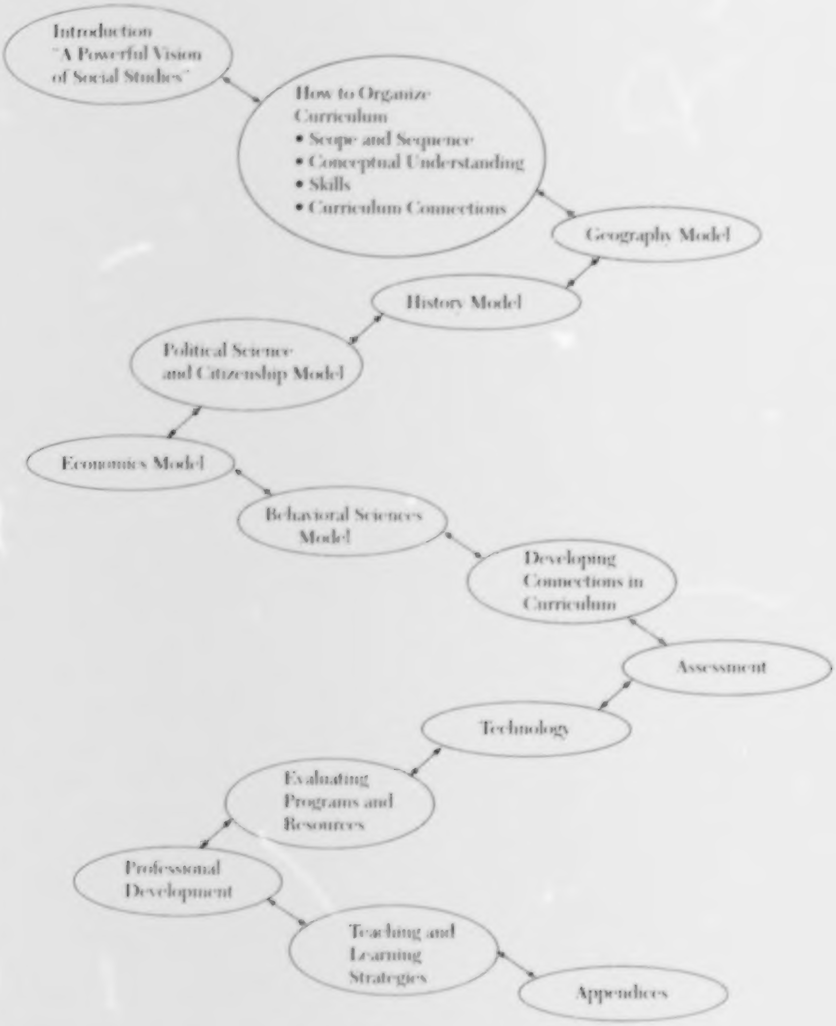

Introduction
"A Powerful Vision of Social Studies"
How to Organize Curriculum
• Scope and Sequence
• Conceptual Understanding
• Skills
• Curriculum Connections
Geography Model
History Model
Political Science and Citizenship Model
Economics Model
Behavioral Sciences Model
Developing Connections in Curriculum
Assessment
Technology
Evaluating Programs and Resources
Professional Development
Teaching and Learning Strategies
Appendices

FIGURE FM.1 **A Journey Through the Social Studies Guide**

Introduction

Purpose of the Guide

This guide is designed to help preservice, novice and experienced teachers, parents, curriculum coordinators, administrators, and higher-education faculty understand the nature of social studies and its important role in the school curriculum and in the development of democratic citizenship responsibilities. For these goals to be accomplished, social studies should be available to students each year throughout their K–12 school years. Ideas and suggestions in this guide are designed to help the reader develop an effective and powerful social studies program.

Since the publication of the last social studies curriculum-planning guide in 1986, much has changed in the world, in education, and in social studies. Throughout the guide, the role of standards in education will be a major focus. The new focus on the learner, which started with the phrase "every child can succeed" and is now discussed in terms of achievement level or proficiency, has had a great impact throughout the United States. The shift from saying "I taught it, but the student did not learn for whatever reason" to "I have identified acceptable evidence that the student has learned the content and skills" is a challenge that is being identified, brainstormed, and developed in classrooms and professional development. Table FM.1 briefly outlines major shifts in instructional design.

Wisconsin's Model Academic Standards for Social Studies are designed to help teachers identify, select, and focus on the key ideas and concepts the students are to learn at various grade levels. In a content area as rich and broad as social studies, it is easy to engage students in interesting facts or topic-based activities and to miss the most important key ideas and concepts. On a regular basis, teachers need to keep asking themselves, "Am I teaching important social studies themes, concepts, and generalizations? Is this information that I want my students to remember long after they leave my classroom?"

Am I teaching important social studies themes, concepts, and generalizations? Is this information that I want my students to remember long after they leave my classroom?

A focus on conceptual understandings assumes that the teacher has identified the concepts along with concept-based instructional activities and performances that lead to documenting evidence of the students' understanding. This change from documenting "what is taught by the teacher" to "what is learned by the student" is a major shift in thinking. To make this shift, teachers are called on to identify the evidence or understandings expected of students

TABLE FM.1 **What Is the Shift from "What Is Taught" to "What Is Learned"?**

	What Is Taught?	What Is Learned?
Curriculum	The chapter is covered and end-of-chapter activities are completed.	The content and activities relate to the standard(s) and to the evidence needed to demonstrate learning.
Instruction	The lesson plan and activities are the same for the whole class.	Instruction is modified based on student progress in meeting the standard(s).
Student feedback	A single grade is given at the conclusion of the unit based on the unit test.	Specific and regular feedback is given to individual students throughout the unit.
Assessment	Assessments are developed after instruction has occurred.	Assessments are developed before instruction and are integrated into instruction.
Student understanding	Students focus on remembering facts they believe will be included on the unit test.	Students understand what they are to know and to be able to do and can describe what they need to do to meet the standard.

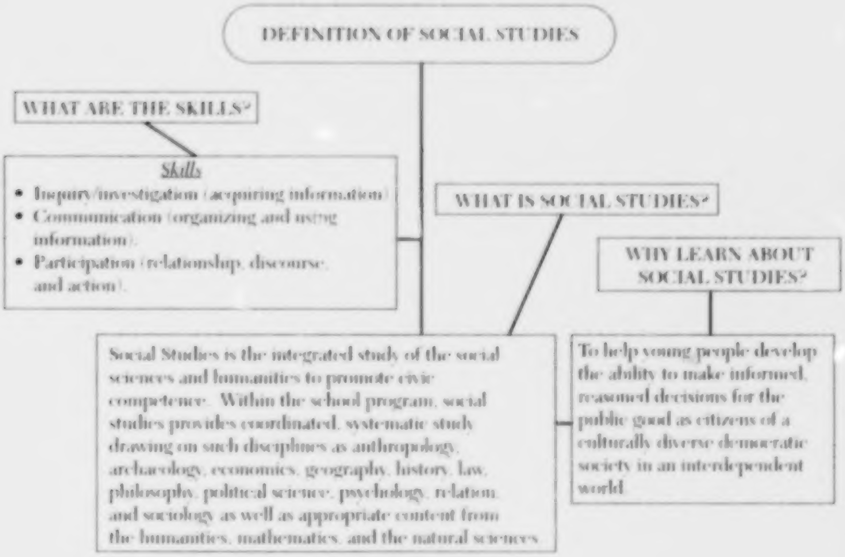
and then to evaluate and align the instructional activities and assessment with the evidence.

This guide helps K–12 teachers work with the social studies standards and adds to the discussion of some of the current challenges in the field of social studies.

Current challenges facing social studies educators include the following:

- Strengthening the links between standards, assessment, curriculum, and instruction
- Developing a coherent, balanced program incorporating content, concepts, and skills drawn from the five social studies standards—geography, history, political science and citizenship, economics, and the behavioral sciences
- Developing critical thinkers and decision makers for a complex and rapidly changing world
- Helping teachers and students understand the disciplines in the social sciences and the interrelationships between the disciplines included in social studies and other curriculum content areas
- Encouraging a commitment to continuous professional growth, articulation among educators, and active membership in professional organizations

To meet these challenges requires changes in the way social studies has been taught in the past and in how boards of education and administrators provide time for teachers to articulate and design instruction. Change often



Skills

- Inquiry/investigation (acquiring information)
- Communication (organizing and using information).
- Participation (relationship, discourse, and action).

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing on such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, relation, and sociology as well as appropriate content from the humanities, mathematics, and the natural sciences.

To help young people develop the ability to make informed, reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world.

FIGURE FM.2 **Definition of Social Studies**

creates feeling of unease. This is natural. The authors sincerely hope that the information ideas expressed in this guide will help the reader accept the challenge and participate in the change.

What Is Social Studies?

Social studies is a discipline that draws its content from the several social science disciplines of anthropology, economics, geography, history, political science, psychology, and sociology. In addition, social studies utilizes content, concepts, skills, values, and methodologies from other discipline areas such as mathematics, philosophy, law, the arts, the humanities, the natural sciences, and religion. The study of social studies helps young people learn about their social, cultural, and physical world and their own place in that world. Social studies provides a context where young people can understand the structure and processes of our society and apply their knowledge and skills to make informed personal and social policy decisions and to adapt to changing social, political, and economic conditions. Social studies is both single-discipline and multi-discipline oriented. Because social scientists do not have a single theory about society, specialists from each discipline observe society from different frames of reference. Often these perspectives are superimposed on one another to help explain social phenomena.

The social science disciplines included in social studies share many commonalities that help students integrate the content of social studies into a variety of learning situations both inside the classroom and in the broader community outside of school. Such commonalities include the disciplines' use of the scientific method in their search for understanding a particular topic; the formulating and testing of hypotheses; the systematic collection of both quantitative and qualitative data and their applications to understand a particular phenomenon; and the gathering, analyzing, interpreting, and communicating of data from which to draw inferences based on observations, surveys, questionnaires, interviews, check lists, and the like.

Clearly the social studies disciplines are integrated and have multiple commonalities in terms of the content and concepts selected for study, such as the study of the human experiences in various settings and time periods. The social studies disciplines enable people to study humankind both in-depth and with broad-brush strokes. Social scientists use similar overarching concepts and skills that are important research and learning tools. The social studies are often identified as "the heart and soul of the curriculum."

The social studies are often identified as "the heart and soul of the curriculum."

Social Studies Standards

Over the past decade standards have been developed in social studies and social science disciplines that describe what discipline specialists believe students should learn about their disciplines. The social studies community has developed broad standards that ensure integrated, cumulative social studies learning for students throughout the K–12 curriculum by addressing powerful discipline-oriented and interdisciplinary themes.

The National Council for the Social Studies (NCSS) has identified seven social science discipline-oriented strands in *Expectations of Excellence: Curriculum Standards for Social Studies* (NCSS 1994). They are as follow:

- Culture (anthropology)
- People, Places, and Environments (geography)
- Time, Continuity, and Change (history)
- Individual Development and Identity (psychology)
- Individuals, Institutions, and Society (sociology)
- Power, Authority, and Governance (political science)
- Production, Distribution, and Consumption (economics)

Additional standards were developed in the areas of Civic Ideals and Practices; Global Connections; and Science, Technology, and Society.

The NCSS social studies standards may be viewed as an overarching umbrella that connects with content from the other social science discipline standards in civics, *National Standards for Civics and Government* (Center for Civic Education 1994); geography, *Geography for Life: National Geography Standards* (National Geographic Society 1994); history, *National Standards for History, Basic Edition* (National Center for History in the Schools 1996); and economics, *Voluntary National Content Standards in Economics* (National Council on Economic Education 1997). No single discipline perspective is sufficient in and of itself to meet the needs of future citizens and thus the vision of social studies as an integrated field of study.

Additional social studies interdisciplinary strands developed by the NCSS (*Expectations of Excellence: Curriculum Standards for Social Studies*, 1994) are: Science, Technology, and Society; Global Connections; and Civic Ideals and Practices. Performance expectations based on these three standards have been integrated within *Wisconsin's Model Academic Standards for Social Studies*. These integrated themes complement the discipline-oriented standards and are integral to the development of quality citizenship behaviors.

The social studies standards provide the foundation for the overall assessment, curriculum design, instructional strategies, and professional development opportunities for quality social studies programs. Using the standards enables teachers to give attention to single-discipline and integrated curriculum configurations within the social studies curriculum. Quality social studies programs must reflect the latest research findings in the content disciplines as well as findings about the teaching and learning processes, the developmental abilities of students, and the construction of knowledge. Thoughtfully designed social studies programs will be an integral component of preparing enlightened citizens for the next century.

Why Study Social Studies?

The curriculum of social studies is coordinated around the central theme of developing the knowledge and skills necessary to live and participate in the United States and in a globally connected world. Quality social studies programs will help students of varying abilities at all grade levels to use information and to link prior knowledge with new information in order to create new knowledge needed to cope with issues in an ever-changing world.

To accomplish this task, students need to identify multiple perspectives and understand patterns of deductive and inductive logic. In our rapidly changing world the development of communication and negotiation skills is paramount to making informed and reflective personal and public policy decisions related to current issues.

Ask any group of students or people to name 10 or more issues or problems in our country. A large majority, if not all, of their responses will be related to the field of social studies! Often this is the only area of the curriculum in which these issues are addressed.

Social studies education is involved integrally in helping to meet most of the challenges facing the future of society described by Glatthorn and Jailall (2000).

- Globalism/nationalism: The interrelatedness of all nations, accompanied by continuing pressure for statehood and separatism.
- Technology: The overwhelming influence of new technologies that will enrich the entire learning process.
- Conflict: Battles between nations, within nations, and between generations and ethnic groups.
- Equity: The struggle for fairness and justice in accessing and allocating resources.
- Aging: The graying of the world—all developed nations will resemble Florida in demographics.

- Alienation: A loss of commitment to political parties, the electoral process, moral codes, and religious institutions.
- Continuing change: An unstable world, where major changes are experienced in all aspects of our lives—technology, work, family, and leisure (112).

In its definition of the purpose of social studies, the NCSS included the following sentence: "The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" (NCSS 1994:3). Since the establishment of the United States, the need for educated citizens to continue this nation's democratic ideals and values has been of concern. Thomas Jefferson stated it very succinctly when he wrote the following in a letter to Colonel Charles W. Yancey: "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

In 1999, the Wisconsin Civics Action Task Force Recommendations for Democratic Citizenship Education also recommended that schools, and especially social studies classrooms, prepare students to be participating citizens in our democracy. The report called for classrooms to become "laboratories for democracy." Task force members identified some of the key elements to consider in designing such classrooms. These include the following:

- Encouraging teachers to structure learning to include student involvement in the school and the community.
- Encouraging teachers to use democratic classroom decision-making processes.
- Encouraging and supporting democratic values in the publishing of school newspapers and other publications.
- Encouraging student representation on school boards and other public bodies.
- Bringing governmental meetings into the school for student observation and participation.
- Encouraging students to attend governmental meetings at the local, county, state, and tribal levels.
- Encouraging administrators, faculty, staff, students, and parents to provide opportunities to assess whether policies are being applied in a democratic fashion within the school.
- Encouraging student involvement in policy decisions when appropriate.
- Encouraging service learning related specifically to democratic citizenship education.
- Encouraging the use of the school community as a laboratory to develop citizenship skills and emphasize the connection between these efforts and becoming active democratic citizens through involvement in classroom rules, school rules, school and community councils, conflict-resolution strategies, classroom roles or jobs, and co-curricular organizations (Wisconsin Civics Action Task Force 2000:13).

The task force also recommended a required semester course in democracy education at the high school level. At the time of this publication, an Administrative Rule is under consideration.

It is not enough to require a K–12 social studies curriculum; the curriculum must be woven together with an obvious unifying theme of democracy education, and applications to student lives, family lives, and students' communities must form a continuous thread throughout the school curriculum.

Changes Impact Social Studies

In the past it was thought that the knowledge necessary to be a good citizen could be transmitted to students through an expansive knowledge base, so emphasis was placed on covering numerous facts and information. It was thought that students would develop generalizations, understand perspectives, and apply the knowledge to their lives after they had learned and memorized the information presented. Though a strong knowledge base remains important, ideas about how people learn are changing. New ideas about how the brain is constructed and functions and how people construct, connect, and organize knowledge are under study.

New brain research and knowledge about learning and teaching will continue to have implications for teaching and learning. It is now believed that a person learning something new activates related previous knowledge and current mental patterns in the brain which then assimilates the new information or experience into a web of new or additional understanding.

Active construction of meaning can be accomplished in a variety of ways. A common misconception of "constructivist" theories of teaching is that teachers should never combine constructivist methods with direct instruction methods. The important thing is that a variety of teaching and learning strategies be used. This means that there is a role for a continuum of instructional methods, from allowing students to create their own knowledge to giving students information directly. A variety of instructional methods that meet students' learning styles as well as allowing students to achieve deeper understandings are necessary in the teaching and learning process.

A common misconception of "constructivist" theories of teaching is that teachers should never combine constructivist methods with direct instruction methods. The important thing is that a variety of teaching and learning strategies be used.

This guide does not have the capacity to develop the many different methodologies, but it is extremely important for educators to keep abreast of new theories and research findings. Although new approaches to educating students make sense and can be successful, the use of a variety of teaching approaches based on the needs of the learners and the intent of the instruction remains most desirable.

Social Studies Standards in Wisconsin

Social studies standards in Wisconsin are divided into five strands:

- Geography: People, Places, and Environments
- History: Time, Continuity, and Change
- Political Science and Citizenship: Power, Authority, Governance, and Responsibility

- Economics: Production, Distribution, Exchange, and Consumption
- Behavioral Sciences: Individuals, Institutions, and Society (Culture)

Each of the strands contains important content and concepts that form the basis for assessing student learning and planning instruction in the social studies. Usually the same concept or skill will be taught with increasing depth and complexity throughout several grade levels using various social studies discipline perspectives.

A Vision of Powerful Teaching and Learning in the Social Studies

The NCSS publication *Expectations of Excellence: Curriculum Standards for Social Studies* (1994:163–170) includes a supplement called "A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy." It identifies five equally important key features of a teaching and learning program. These ideas and additional research supporting these ideas are identified throughout this section.

1. Social Studies Teaching and Learning Are Powerful When They Are Meaningful

Instruction should emphasize a depth of involvement with important ideas. Neither facts nor skills should be taught in isolation from students' prior knowledge or other content, but they should be presented within a big picture: "The most effective teachers … do not diffuse their efforts by covering too many topics superficially. Instead they select for emphasis the most useful landmark locations, the most representative case studies, the precedent-setting events, and the concepts and principles that students must know and be able to apply in their lives outside of school" (1994:163).

The most effective teachers … do not diffuse their efforts by covering too many topics superficially. Instead they select for emphasis the most useful landmark locations, the most representative case studies, the precedent-setting events, and the concepts and principles that students must know and be able to apply in their lives outside of school.

In the school restructuring study (SRS) conducted by Fred M. Newmann and colleagues (Newmann, Secada, and Wehlage 1995), the authors suggest that authentic instruction and assessment can boost student performance in social studies at the elementary, middle, and high school levels. The study describes "authentic academic achievement" as accomplishments that are worthwhile, significant, and meaningful. They used the following criteria for identifying meaningful work.

- Organization of information demands that the task requires students to organize, synthesize, interpret, explain, or evaluate complex information and consider alternative solutions, strategies, perspectives, or points of view in addressing a concept, problem, or issue and its uses.
- Higher-order thinking enables students to manipulate information by synthesizing, generalizing, explaining, hypothesizing, or arriving at conclusions that produce understandings.
- Disciplined inquiry moves the student beyond superficial awareness in a given task to an in-depth understanding that shows understanding of

ideas, theories, or perspectives considered central to the particular discipline or disciplines. This "deep knowledge" can be achieved when instruction addresses the central ideas of the topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understandings.
- Value beyond school includes the idea that achievement should be authentic, as in the study of a problem connecting to the world beyond the classroom and being communicated to an audience beyond school.

In *How People Learn: Bridging Research and Practice* (Donovan, Bransord, and Pellegrino 1999), one of the key findings reinforces the idea of in-depth subject matter conceptual understanding: "Teachers must teach some subject matter in depth, providing many examples in which the same concept is at work and providing a firm foundation of factual knowledge" (12). The authors suggest that teachers will need experience with in-depth study of the subject area themselves to help students gain in-depth understandings of social studies content and concepts.

2. Social Studies Teaching and Learning Are Powerful When They Are Integrative

Social studies should be integrative in the treatment of topics and in the teaching of knowledge, skills, and values within a context and in making connections to other school subjects. Ways that social studies can be integrative include the following:

- Focusing on topics anchored by themes, concepts, and generalizations drawn from the social studies disciplines and the arts, the sciences, the humanities, and current events
- Connecting with past experience and looking to the future
- Incorporating the effective use of technology
- Connecting across the curriculum, particularly in elementary and middle schools, where social studies may be used as the core for curriculum development (NCSS 1994:165)

Although integrative aspects can enhance social studies, teachers must use caution so that students make progress in understanding the important ideas and concepts of social studies and do not engage in trivial-pursuit types of activities.

A strong emphasis on the core democratic values of the U.S. constitutional democracy such as liberty, justice, equality, individual rights and responsibilities, freedom, the common good, and the pursuit of happiness should provide the framework for discussion, teaching, and learning.

3. Social Studies Teaching and Learning Are Powerful When They Are Value-Based

Teachers must be aware of the knowledge, values, and assumptions that students from different backgrounds bring to the classroom. Students need to learn to be respectful of the dignity and rights of others when sharing values and perspectives. To help make this happen, a strong emphasis on the core democratic values of the U.S. constitutional democracy such as liberty, justice, equality, individual rights and responsibilities, freedom, the common good, and the pursuit of happiness should provide the framework for discussion, teaching, and learning.

For students to begin to understand these issues, they must engage in discussion of conflicting interpretations; this includes hearing and making the case for a variety of conservative, liberal, and radical viewpoints. "Students need skills in breaking down ideologically biased uses of language. This requires them to develop concepts that do not presuppose the specific national ideological slants" (Paul 1990:15). To do this, it is necessary to teach critical thinking and to practice it. Richard Paul argues that it is irrational for teachers "to assume in advance the correctness of one perspective and intellectually irresponsible to make fundamental frame of reference decisions for our students" (15). Of course, it is unreal to expect all people to agree on values. This is especially true in a culturally diverse society such as in the United States.

The curriculum can identify ways to help students consider the ethical dimensions of topics and conflicting interpretations of controversial issues. This means that teachers must be aware of their own values and balance how those values might influence their choice for curriculum content and activities. Then teachers must help students to be aware of the values involved in issues and the costs and benefits to various groups while encouraging them to develop positions consistent with basic democratic and social values. When this is done effectively, students may remain unsure about the teacher's personal views unless they are shared later. What is most important is that students come to an understanding of the complexity of the issues they will continue to experience throughout life. Teachers must help students recognize opposing points of view, develop respect for well-supported positions, increase sensitivity to cultural similarities and differences, and make a commitment to social responsibility and action (NCSS 1994:167).

Teachers must help students recognize opposing points of view, develop respect for well-supported positions, increase sensitivity to cultural similarities and differences, and make a commitment to social responsibility and action.

4. Social Studies Teaching and Learning Are Powerful When They Are Challenging

Social studies must include a challenging organization of content, numerous challenging activities, and multiple sources of information appropriate to the students' developmental level. Students should have access to many information sources that offer a range of perspectives and conflicting opinions on controversial issues and various topics designed to engage them in thoughtful examination, substantive conversations, debates, and group discussions such as occur daily in the world outside of school. Questions should call for a thoughtful examination of the content, not just retrieval of information from memory. Classes should be challenged to function as collaborative learning communities, civic discourse communities, and laboratories for democracy and civic action, and students should be challenged to work through controversial issues, to participate assertively but respectfully.

5. Social Studies Teaching and Learning Are Powerful When They Are Active

The key elements of active teaching include the following:

- Keeping abreast of subject matter and pedagogical knowledge
- Participating as a partner in learning with the students
- Encouraging the active processing of content information
- Relating the content to students' lives outside of school
- Developing inquiry and reflective discussion skills
- Encouraging students to assume responsibility for their own learning (NCSS 1994:168)

In active classrooms, students find their sense of safety, belonging, achievement, contribution, and fulfillment in different ways, at different ages, and through different strengths in their intelligence. To keep each student achieving, classroom assessment should be ongoing and diagnostic. Teachers need data on students' readiness for learning concepts and skills and on student interests. Diagnostic assessment may take many forms, such as group and individual discussions, journal entries, interest surveys, opinion polls, skill inventories, homework assignments, portfolios, and pre- and posttests. With such information, individual students can be helped to achieve in social studies. The graphic organizer in figure FM.3, from *How People Learn: Bridging Research and Practice* (Donovan, Bransord, and Pellegrino 1999:18), identifies ways that teachers can choose among various techniques to accomplish specific goals.

The new knowledge about learning and teaching suggests that though basic skills are important, they are no longer sufficient by themselves. Darling-Hammond described what students should be able to demonstrate beyond knowledge and skills: "Test and apply ideas … look at concepts from many points of view … develop proficient performances … evaluate and defend ideas with careful reasoning and evidence … inquire into a problem using a productive research strategy … produce a high-quality piece of work and understand the standards that indicate good performance … solve problem they have not encountered before" (1997:96).

It is especially important in social studies that learning moves to the levels of application analysis, synthesis, and evaluation. A curriculum that encourages active engagement with knowledge and skills gives students opportunities to make a network of connections to pre-existing knowledge and beliefs, practice reflective thinking, and develop a decision-making process through the use of authentic activities. As students' readiness to become more independent and regulate their own learning increases, the roles of teacher and student shift.

The school restructuring study report (Newmann and Wehlage 1995) identified "elaborated written communication" and "substantive conversation" as two ways to construct and assess knowledge actively. In writing, students are able to demonstrate their understanding through explanations and

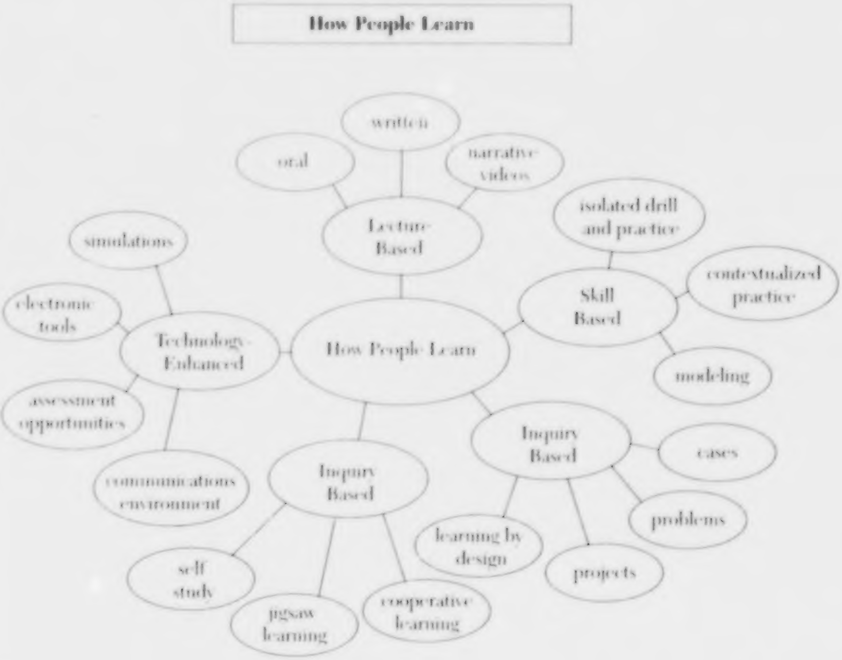

How People Learn
written
oral
narrative videos
Lecture-Based
isolated drill and practice
simulations
contextualized practice
Skill Based
electronic tools
Technology-Enhanced
How People Learn
modeling
assessment opportunities
Inquiry Based
cases
communications environment
Inquiry Based
problems
learning by design
self study
projects
jigsaw learning
cooperative learning

FIGURE FM.3 **How People Learn**

Reprinted with permission from Donovan et al., 1999:18.

conclusions. Classroom or individual conversations can be substantive if extended exchanges are made about the subject matter. Extended discussion can build an improved and shared understanding of the ideas or topics. Both of these communication processes encourage the thoughtful construction of new understandings.

Additional support for improving social studies from Zemelman, Daniels, and Hyde (1998) identify the significant shift needed in applying these premises in classrooms in figure FM.4. The authors are quick to point out that this does not mean discarding the old practices. Facts and information can only be understood in the larger context of concepts and knowledge. Teaching one without the other will not lead to meaningful student learning. Striking the right balance of facts and concepts, of information and knowledge in classroom learning is essential. This means developing more choices and ways of helping students learn. An excellent synopsis of the important changes identified in this introduction are adapted from their work.

FIGURE FM.4 **Recommendations on Teaching Social Studies**

Increase	Decrease
In-depth study of topics in each social studies field, in which students make choices about what to study and discover the complexities of human interaction.	Cursory coverage of a lockstep curriculum that includes everything but allows no time for deeper understanding of topics.
Emphasis on activities that engage students in inquiry and problem solving about significant human issues.	Memorization of isolated facts in textbooks.
Student decision making and participation in wider social, political, and economic affairs so that they share a sense of responsibility for the welfare of their school and community.	Isolation from the actual exercise of responsible citizenship; emphasis only on reading about citizenship or future participation in the larger social and political world.
Participation in interactive and cooperative classroom study processes that bring together students of all ability levels.	Lecture classes in which students sit passively; classes in which students of lower ability levels are deprived of the knowledge and learning opportunities that other students receive.
Integration of social studies with other areas of the curriculum.	Narrowing social studies activity to include only textbook reading and test taking.
Richer content in elementary grades, building on the prior knowledge children bring to social studies topics; this includes study of concepts from psychology, sociology, economics, and political science as well as history and geography. Students of all ages can understand, within their experience, American social institutions, issues for social groups, and problems of everyday living.	Assumption that students are ignorant about or uninterested in issues raised in social studies. Postponement of significant curriculum until secondary grades.
Students' valuing and sense of connection with American and global history, the history and culture of diverse social groups, and the environment that surrounds them.	Use of curriculum restricted to only one dominant cultural heritage.
Students' inquiry about the culture groups they belong to, and others represented in their school and community, to promote students' sense of ownership in the social studies curriculum.	Use of curriculum that leaves students disconnected from and unexcited about social studies topics.
Use of evaluation that involves further learning and that promotes responsible citizenship and open expression of ideas.	Assessments only at the end of a unit or grading period; assessments that test only factual knowledge or memorization of textbook information.

Adapted and reprinted with permission from Zemelman, Daniels, and Hyde 1998:155.

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1

Organizing the Social Studies Curriculum

Recommended Scope and Sequence in Wisconsin's Schools for Social Studies

Local districts in Wisconsin continue to have the flexibility to determine the sequence and content of their social studies programs. Each school district determines the level at which content will be taught and the materials to be used in the district. If teachers are to understand fully the performance standards and the spiraling nature of the content and concepts, they must be involved actively and directly in the process of selecting content and materials, keeping in mind that it is important for all students to understand and apply the knowledge and skills from all five strands of ***Wisconsin's Model Academic Standards for Social Studies*** regardless of the course focus or core content selected by teachers, departments, and districts.

Effective implementation of curriculum is best accomplished when all who are responsible for planning and instructing social studies in the school district are knowledgeable about the overall content and offerings at each grade level. Teachers are usually quite knowledgeable about the curriculum at the grade level or discipline they teach, but it is impossible to be effective without some knowledge of the content, concepts, and skills that preceded the grade level and will follow the grade level in the area of social studies. Teachers should have numerous opportunities to communicate both horizontally and vertically about social studies programs (content, concepts, and skills) across grade levels throughout the school year.

Scheduling time for teacher articulation and preparation continues to be a challenge for school districts. The changes inherent in the social studies performance standards and the focus on student and teacher accountability make this challenge a top priority for school districts.

The Department of Public Instruction recommends that approximately one-third of social studies instruction be allocated to U.S. studies, one-third to global studies, and one-third to content from the social science disciplines with a focus on how the knowledge and skills from these disciplines is necessary to the development of citizens in a democracy. Table 1.1 identifies how curriculum content is presently developed in most school districts.

All five strands of Wisconsin's Model Academic Standards for Social Studies *should be taught in elementary, middle, and high school.*

TABLE 1.1 **Recommended Scope and Sequence in Wisconsin Schools**

Pre-K to Grade 3	The scope and sequence for these grades starts with the study of people (including self) and places related to the family and community and concepts that children can understand. Television and the Internet have greatly expanded children's knowledge of the world, so the curriculum should address the five strands of the standards in relation to the world that children experience directly by making connections to their community and the larger world that children experience through travel or technology.
Grade 4 Grade 5	The study of Wisconsin and the United States is usually taught in these grades. The study includes the five strands of social studies and may combine the study of the state and nation during both years in a chronological or thematic curriculum.
Grade 6 Grade 7 Grade 8	The scope and sequence of the curriculum in these grades varies. The five strands are often studied with a focus on cultural perspectives, global connections, Eastern and Western hemispheres, ancient and medieval history, and the United States and citizenship.
Grade 9 Grade 10 Grade 11 Grade 12	The scope and sequence of the curriculum in these grades varies greatly among school districts. The five strands of social studies may be met in varied course content and sequences. Often one strand is selected as the main focus with the other strands integrated where they best fit. It is up to the local district curriculum committee and teachers to identify where and when each of the standards is included. The high school graduation standards require the study of local and state government. It is important that all students have the opportunity to study all of *Wisconsin's Model Academic Standards for Social Studies*. Advanced studies within the scope of social studies can be offered and include philosophy, world religions, current events, service learning, social mathematics, law-related education, Advanced Placement courses, and so forth.

Standards-Led Scope and Sequence

The purpose of standards-led curriculum, instruction, and assessment is to help students reach higher levels of achievement crucial to the healthy development of the child, the community, and the nation. The early introduction and continuous study of social studies concepts is important. Children must develop social studies knowledge, skills, and attributes starting at the elementary level. The foundation must be structured throughout the K–12 school years. It is impossible to move on to higher levels of intellectual thought and application if basic knowledge and skills have not been introduced in the earlier grades. The selection of curriculum content, concepts, and skills and the use of curriculum integration must be carefully designed at the elementary level. It is important that all teachers in each school district have knowledge of the full spectrum of social studies programming, curriculum content, and concept development. One of the greatest benefits of moving to standards-led education continues to be the increased communication and collegiality among educators and between the educators and members of the community. Articulation between grade levels about content, concepts, and courses is critical to raising the overall level of achievement in social studies programs.

It is impossible to move on to higher levels of intellectual thought and application if basic knowledge and skills have not been introduced in the earlier grades.

The standards-led scope and sequence chart in table 1.2 shows the distribution of social studies standards across the elementary, middle, and high school levels. Traditional social studies courses are listed at the top of the chart and continue to be the choice of most local school districts. The standards listed at the high school level assume understanding of and build on the standards developed at the middle and elementary level, and the middle school standards assume an understanding of and are built on the elementary standards. Table 1.2 identifies themes and standards in the five strands. Additional information about knowledge and concepts in the five strands appears in the five chapters on *Wisconsin's Model Academic Standards for Social Studies.*

Developing Civic Competence Through Social Studies

The K–12 social studies curriculum in every school district should connect democracy education and citizenship skills with the content being taught at each grade level so that students know why they are learning the content and skills and how these relate to their lives and the lives of every citizen in the community. In figure 1.1, the large arrow identifies citizenship as the central

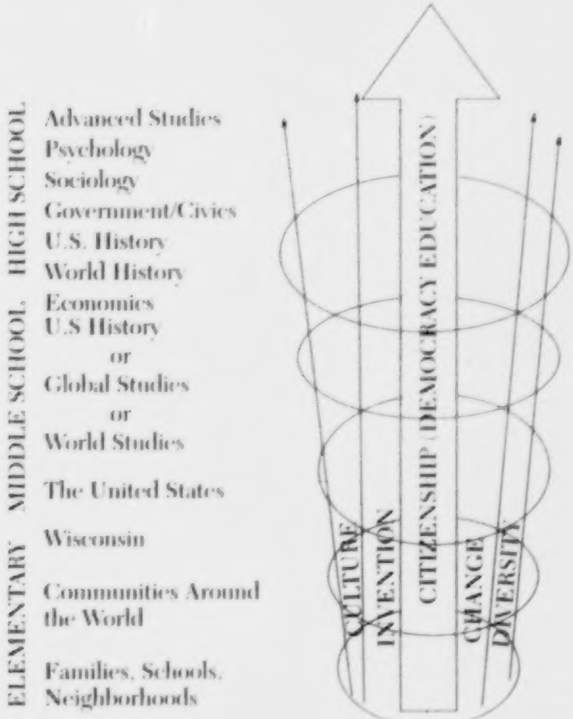

HIGH SCHOOL
MIDDLE SCHOOL
ELEMENTARY
Advanced Studies
Psychology
Sociology
Government/Civics
U.S. History
World History
Economics
U.S History
or
Global Studies
or
World Studies
The United States
Wisconsin
Communities Around the World
Families, Schools, Neighborhoods
CITIZENSHIP (DEMOCRACY EDUCATION)
CULTURE
INVENTION
CITIZENSHIP
CHANGE
DIVERSITY

FIGURE 1.1 **Spiral Development of Civic Competence**
Adapted from Michaelis and Garcia 1996

Table 1.2 **Standards-Led Scope and Sequence**

Recommended Scope and Sequence	**K–4** **Family** **Neighborhood** **Community** **State** **Regions**	**5–8** **World Cultures** **Global Studies** **U.S. History** **World History** **Introduction to Social Sciences**	**9–12** **U.S. History** **Political Science and Citizenship** **Geography** **World History** **Economics** **Sociology** **Psychology** **Advanced Studies**
Social Studies Strands	**Themes/Standards**	**Themes/Standards**	**Themes/Standards**
History	Chronological thinking → Comprehension → Historical analysis and interpretation → Historical research → Capabilities → Historical issues—analysis and decision making →		
Geography	Places and regions, (A.4.5) Physical systems (A.4.2) Human systems (A.4.4, A.4.8) Environment and society (A.4.6, A.4.9) Skill standards (A.4.1, A.4.3)	Places and regions (A.8.5) Physical systems (A.8.6, A.8.10) Human systems (A.8.7, A.8.8, A.8.11) Environment and society (A.8.4, A.8.9, A.8.10) Skills standards (A.8.1, A.8.2, A.8.3)	Places and regions (A.12.7, A.12.13) Physical systems (A.12.5, A.12.6) Human systems (A.12.9, A.12.10, A.12.12) Environment and society (A.12.4, A.12.8, A.12.11) Skill standards (A.12.1, A.12.2, A.12.3)
Economics	Production (D.4.4, D.4.5) Consumption (D.4.2, D.4.7) Exchange (D.4.1) Distribution (D.4.3) Economic systems (D.4.6)	Production (D.8.8, D.8.9) Consumption (D.8.4, D.8.11) Exchange (D.8.1) Distribution (D.8.7) Economic systems (D.8.2, D.8.3, D.8.6) Role of government (D.8.5) Economic institutions (D.8.10)	Production (D.12.1, D.12.10) Consumption (D.12.[illegible]) Exchange (D.12.3, D.12.4) Distribution (D.12.8) Economic systems (D.12.2, D.12.7, D.12.12, D.12.6) Role of government (D.12.5) Economic institutions (D.12.9, D.12.14) Economic interdependence (D.12.13)
Political Science and Citizenship	Power, authority, and governance (C.4.3, C.4.4) United States democracy (C.4.2), citizenship and responsibility (C.4.1, C.4.5, C.4.6)	Power, authority, and governance (C.8.3), U.S. democracy (C.8.1, C.8.2, C.8.4, C.8.5), citizenship and responsibility (C.8.6, C.8.7, C.8.8), global relationships (C.8.9)	Power, authority, and governance (C.12.5, C.12.13, C.12.14, C.12.15, C.12.16) U.S. democracy (C.12.3, C.12.4, C.12.6), citizenship and responsibility (C.12.1, C.12.2, C.12.7, C.12.8, C.12.9, C.12.10, C.12.11), global relationships (C.12.12)
Behavioral Sciences	Sociology (E.4.3, E.4.5, E.4.6, E.4.8, E.4.15), Psychology (E.4.1, E.4.2, E.4.7, E.4.9, E.4.10 E.4.12), Anthropology (E.4.4, E.4.11, E.4.13, E.4.14)	Sociology (E.8.4, E.8.5, E.8.7, E.8.8, E.8.11, E.8.14), Psychology (E.8.1, E.8.2, E.8.6, E.8.12), Anthropology (E.8.3, E.8.7, E.8.10, E.8.13)	Sociology (E.12.4, E.12.5, E.12.6, E.12.12, E.12.14), Psychology (E.12.1, E.12.2, E.12.7., E.12.14, E.12.15, E.12.16), Anthropology (E.12.3, E.12.8, E.12.9, E.12.10, E.12.11, E.12.13, E.12.14, E.12.17)

focus of K–12 social studies education. Examples of other concepts such as culture, invention, change, and diversity are shown. The curriculum should identify the concepts to be developed at various grade levels.

Learning Social Studies Through Concepts and Generalizations

Information and access to information greatly expanded toward the end of the twentieth century and by all indications will continue to do so. Students struggle to make sense of massive amounts of information and to organize that information around major ideas and concepts. For curriculum committees, deciding what knowledge and skills are most important often seems impossible, but amazingly, groups of people from various backgrounds and ages usually reach consensus on what is most important.

When teachers are challenged or challenge themselves to complete a textbook within a given amount of time or to cover a series of isolated topics, it is impossible to draw out the most important concepts and principles in a meaningful way. The standards encourage the development of curriculum around important concepts, with the topics selected to reinforce a depth of development of important ideas and concepts to help students develop the ability and confidence to apply their learning to past, current, and future events and situations. The standards are designed to move away from separate topics toward conceptual understandings that can be applied to different times, cultures, and contexts. Though some have criticized the standards for their broadness, it is exactly this broadness that allows teachers to emphasize the most representative, inspiring, and precedent-setting events in their teaching. This kind of curriculum design requires the teacher to have a thorough knowledge of the core disciplines in social studies and high expectations for student performance of the standards. Discipline descriptions in subsequent chapters provide charts of major concepts to help in curriculum planning.

Though some have criticized the standards for their broadness, it is exactly this broadness that allows teachers to emphasize the most representative, inspiring, and precedent-setting events in their teaching.

Definition of Terms

Facts

Facts are data or information. Concepts cannot be built without facts. Teaching facts while developing concepts enhances students' learning; because facts make sense in the development of concepts, they are easier to remember and use.

Concepts

Concepts organize content. A concept is a mental construct that frames a set of examples sharing common attributes; high-level concepts are timeless, universal, abstract, and broad. To determine if something is a concept, make sure it can be defined as a set of common characteristics that result in numerous examples of the concept; for example, the Civil War is not a concept, but "war" is a concept. Concepts can be foundational organizers for both integrated curriculum and for a single-subject curriculum. They serve as a bridge between subjects, topics, generalizations, and levels of thought. Concepts are a higher level of abstraction than facts in the structure of knowledge. They are used to categorize factual examples and cannot be memorized with one definition. Conceptual understanding continues to grow more sophisticated as new examples are added to each concept. In addition, concepts mean different things in different contexts, so it is important for the teacher and students to define concepts that will be used in a particular unit. Because higher-level concepts are timeless, they may be studied through the ages. Because they are universal, their examples may be derived from cultures around the world. (Erickson 1998:64–67). A conceptually organized curriculum helps solve the problem of the overloaded curriculum. Additional information about identifying concepts is included on pages 232–240 in chapter 14, "Teaching and Learning Strategies."

A conceptually organized curriculum helps solve the problem of the overloaded curriculum.

Examples of social studies concepts that cross discipline boundaries are as follow:

- diversity
- cause and effect
- population
- evolution
- perception
- innovation
- space
- freedom
- exchange
- place
- competition and cooperation
- interdependence
- order
- system
- rules
- migration and immigration
- beliefs
- regions
- citizenship
- justice
- change and continuity
- government
- patterns
- rights
- interaction
- conflict and cooperation
- values
- culture
- supply and demand
- power
- environment

Generalizations

Generalizations are important in social studies because they help students use facts, information, and concepts to explain their understanding of the world around them. There are several kinds of generalizations. A descriptive generalization describes or summarizes a relationship. A cause-and-effect generalization identifies an if–then relationship. A value generalization might state a guideline such as "A nation's average per capita income is dependent on the quality of education supported by the government."

Determining relationships between two or more concepts is necessary to develop a generalization; thus, developing generalizations requires the ability to synthesize and evaluate. In social studies, some generalizations form the most important content to be learned, and the generalizations that students develop help them cultivate reasoning skills and practice the process of supporting generalizations with evidence or negating generalizations with contradictions. Students can then apply generalizations to new situations.

Generalizations can also be the conclusions, key ideas, and most important learnings. Generalizations help students:

- Organize and retain key ideas and concepts
- Synthesize the factual examples and help to summarize learning
- Apply concepts widely through time and across cultures and disciplines
- Develop the standards and sometimes extend learning beyond the standards

Generalizations can also be the conclusions, key ideas, and most important learnings.

Memorizing generalizations is not recommended because it is important for students to develop an understanding of the concepts and their relationships. Teachers can help students make generalizations in several ways.

Ways to Develop Generalizations

1. Inductively, by presenting facts and having students analyze relationships to develop a sentence that states a relationship.
2. Deductively, by presenting the generalization first and then having students deduce the facts.
3. Combining the deductive and inductive methods of thinking.
4. Posing a problem for an inquiry or investigation and developing one or more hypotheses to guide the study. After collecting, organizing, and interpreting data, a generalization can be formulated and supported.

Teachers too often lead students to derive generalizations inductively, but students need practice articulating their own generalizations and supporting them with facts. Student generalizations must be challenged and clarified, particularly if they contain misconceptions. Often students view generalizations as facts and need help finding contradictory examples so that they can change their generalizations to be more accurate. Depending on their experience and knowledge, students can develop increasingly sophisticated generalizations.

Universal generalizations are defined as two or more concepts stated in a relationship. They have the same characteristics as a concept. They are

- broad and abstract,
- universal in application,
- generally timeless,
- represented by different examples that support the generalization,
- stated in the present tense, and
- usually created by using at least two major concepts (Banks and Clegg 1990).

Generalizations for All Ages and Instructional Levels

Generalizations can be developed along a continuum of complexity as students become more knowledgeable and sophisticated. Lynn Erickson refers to this process as "scaffolding generalizations" (1998:87–89). One idea to promote scaffolding is to start with the most basic of generalizations and continually ask the questions "How?" or "Why?" or "So what?" after each of the generalizations proposed. Here are several examples.

Government Example

1. Governments are formed to meet the needs of people. (Question: How?)
2. Governments develop institutions and laws to govern the actions of people. (Question: Why? or So what?)
3. Laws and institutions help people avoid conflicts and settle disputes. (Question: How?)
4. Laws set boundaries for behaviors, and institutions help to develop, enact, and enforce the laws.

Inventions Example

1. Inventions influence laws. (Why?)
2. New inventions require new health or safety laws. (How?)
3. New inventions change the way people interact with others and with the environment. (Why? or So what?)
4. Inventions may call previously held beliefs into question. (Why? or So what?)
5. Incorporating new inventions into society brings about conflict and resistance because of ethical and religious beliefs. (Why? or So what?)
6. Some beliefs have been held by a large number of people for a long time. (Why? or So what?)
7. Most people construct or support beliefs about life that they think are above the laws of government institutions, and they believe these should not be tampered with because of new discoveries or inventions. Why?

Principles

Principles or basic assumptions of truth are sometimes used to organize several generalizations to give broader application to other contexts or settings. They are written as generalizations but have stood the test of time and are known as truths or even laws.

Theory

Many of the performance standards in *Wisconsin's Model Academic Standards for Social Studies* lead students to the development of generalizations. Often the generalizations derived from learning activities will not only lead to understanding of more than one standard, but will also combine concepts and generalizations from two or more strands or social sciences in *Wisconsin's Model Academic Standards for Social Studies.*

Examples of Democracy and Citizenship Generalizations Related to the Standards

The following examples of generalizations are drawn from the identified standards. Each student and teacher will need to form their own generalizations or conclusions as a result of their studies.

Geography

A.4.8 Responsible citizens can participate in environmental decisions affecting their communities.

A.8.11 Individual citizens make informed decisions that affect the global resources of the world.

A.12.12 Active and informed citizens can determine land-use policies.

History

B.4.4 Decisions of individuals and groups bring about changes over time.

B.8.5 Citizen involvement in the civil rights movement advanced equality for African Americans.

B.12.15 Citizens who oppose war have the option of being "conscientious objectors."

Political Science and Citizenship

C.4.5 Citizen participation in community affairs may promote the well-being of the whole community.

C.8.6 Citizen participation in political parties and interest groups can help citizens to become informed and to inform others.

C.12.14 Participation in the social movement to provide access for people with disabilities helped bring about change.

Economics

D.4.7 Personal decisions to conserve the environment can have a global effect.

D.8.6 Citizen action brings about changes in economic policies.

D.12.12 Through active participation in government, citizens can promote their values and beliefs and influence economic decisions.

Behavioral Sciences

E.4.6 Laws about child labor are able to promote safe and healthy environments for children.

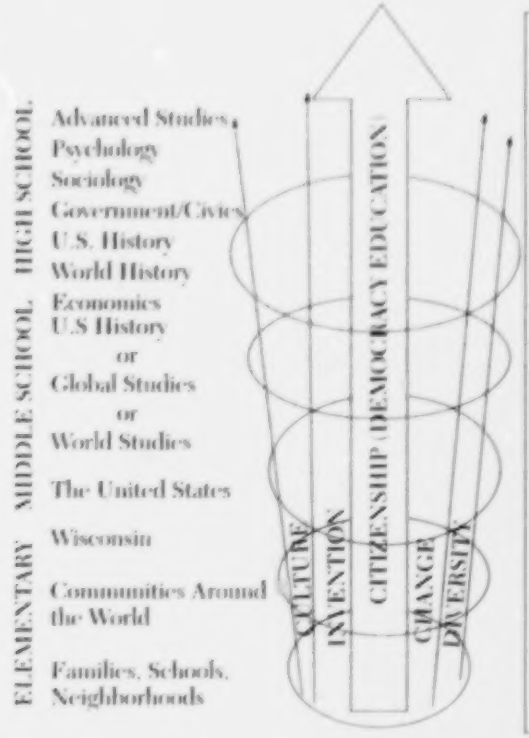
E.8.5 Individuals and groups inform the public about problems through advocacy, advertising, campaigning, and voting.

E.12.6 Families have historically used traditions and examples to influence people and continue to do so in contemporary times.

Figure 1.2 identifies additional citizenship generalizations and shows the complexity of generalizations as students reach higher grade levels.

The first requisite of being a good citizen in this Republic of ours is that he [she] should be able and willing to pull his [her] own weight.

—Teddy Roosevelt


ELEMENTARY
MIDDLE SCHOOL
HIGH SCHOOL
Advanced Studies
Psychology
Sociology
Government/Civics
U.S. History
World History
Economics
U.S History
or
Global Studies
or
World Studies
The United States
Wisconsin
Communities Around the World
Families, Schools, Neighborhoods
CITIZENSHIP (DEMOCRACY EDUCATION)
CULTURE
INVENTION
CITIZENSHIP
CHANGE
DIVERSITY

Citizenship Generalizations

- Citizens throughout history participated in their governments in many ways, from rebellion to voting.
- Keeping informed about current issues and problems is the responsibility of every citizen.
- Citizens influence political, social, and economic decisions through advocacy of their values and beliefs.
- Citizens have the responsibility to inform their government representatives of needs.
- The United States has become more democratic since the U.S. Constitution was written.
- The rights and responsibilities of citizens around the world vary according to the form of government.
- Early forms of democracy in ancient history influenced the formation of present-day democracy.
- U.S. democracy depends on an informed citizenry.
- State government decisions are influenced by citizen action.
- Citizenship responsibilities are local, national, and international.
- Students have citizenship responsibilities in their classrooms and neighborhoods.

FIGURE 1.2 **Spiral Development of Concepts and Related Generalizations**
Adapted from Michaelis and Garcia 1996.

A Performance Standard Example

In the past, curriculum design often defined what students should know by topics and related facts. In a standards-led environment, the curriculum should provide direction in developing the concepts and generalizations called for in *Wisconsin's Model Academic Standards for Social Studies'* performance standards. Facts are needed to understand concepts and generalizations and remain an important part of learning. Although *Wisconsin's Model Academic Standards for Social Studies* performance standards continue to use traditional objectives such as "explain" and "identify," the performance actually calls for more depth in curriculum design. An example of this is as follows:

> Performance Standard B.8.3. Describe the relationships between and among significant events, such as the causes and consequences of war in United States and world history. (6)

For students to learn the content included in standard B.8.3, not only will it be necessary for them to examine significant events through concepts such as cause and effect, dependence and independence, freedom, technology, power, and change and continuity, but they should also be able to generate some generalizations about the wars studied. Textbooks and curriculums have tended to treat each war separately, often in different courses and semesters. Numerous broad questions related to several wars might include the effects of technology in wars in several different centuries; how war might be prevented; some basic motives of war; whether a given war was justified; and some effects of wars on children and women, the victors and the defeated, and so on (Paul et al. 1995).

The curriculum will need to identify where, when, and how often such relationships are analyzed. As teachers work to meet performance standard B.8.3 and other standards, it is highly recommended that social studies teachers at various grade levels talk to one another and identify which themes, concepts, and generalizations about war will be taught at which grade level using which resources so that students at different grade levels will be able to formulate generalizations about war and related concepts. This vertical and horizontal articulation among grades is highly recommended in the development of a quality social studies program. It is critical that students recognize the role and importance of providing evidence to support these generalizations with facts and examples. With the wealth of accessible information now available to students, teacher knowledge and guidance become extremely valuable in helping students avoid erroneous generalizations. It will be important for students and teachers to recognize bias and perspective when examining these issues.

In *How People Learn: Bridging Research and Practice* (1999), Suzanne Donavan and her coauthors draw on research that suggests that to develop competence in an area of inquiry, students must "(a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application. To do this requires both a deep information base and a conceptual framework for the subject matter which allows students to apply what was learned in new situations and to learn related information more quickly" (12). They further state that teachers should be "providing many examples in which the same concept is at work" (16). To accomplish this requires a coordinated K–12 curriculum in which key concepts are expanded at more than one level. This also allows students to experience a discipline as a coordinated whole rather than as a series of unrelated activities.

Instruction should address central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understandings.

—Fred M. Newmann
Wisconsin Social Studies Institute at UW-Oshkosh, July 1998

Support for concept development in social studies is further supported by Shaver in *Improving Student Achievement in Social Studies* (1999), in which one of the practices supported by research is concept development.

> Concept development is a central goal in social studies. Instruction for concept development should be carefully planned, including identification of the concept's critical attributes—i.e., whether the concept has a relatively simple, fixed, concrete meaning (such as "arable land") or has a complex, shifting abstract meaning (such as "ethnicity"), assessment of the students' current understanding, and the corresponding selections of activities and materials. Several instructional steps will promote valid concept development and use:
>
> - Present examples and non-examples of the concept in a logical order that expands on the intended meaning, culminating with one best example, if possible.

- Cue students to the critical attributes illustrated by the examples and non-examples with questions, directions, and activities that not only draw attention to the attributes but help the students focus on the similarities among the examples and their differences with the non-examples.
- Provide the students with evaluations of their efforts to identify the critical attributes illustrated by the examples and non-examples.
- If the concept has a clear, fixed definition, either state it for the students or help them to enunciate it, as an introduction to and/or summary of the lesson.
- If the concept's meaning is complex, with multiple, abstract, and/or not clearly identifiable critical elements, specifically tell the students that the concept has fuzzy boundaries and help the students identify salient features through consideration of a few best examples.
- With complex concepts, specifically tell the students during discussions which of the possible definitions you are using.
- Help the student, through discourse or questions, to relate the concept being developed to concepts already part of their knowledge.

Assess students' comprehension by asking questions to determine if they can correctly determine the applicability of new examples and non-examples and, if they can, whether they can think of new examples and apply the concept to new situations. (Reprinted with permission from J.P. Shaver, *Improving Student Achievement in Social Studies*, Educational Research Service, Arlington, VA 1999:12.)

See additional information about concept development on pages 232–240.

Figures 1.3 through 1.9 graphically display how standards, concepts, and generalizations work together in the development of curriculum and instruction. When the concepts are targeted clearly in the planning process, the content of the curriculum or instructional unit will be better matched to facilitate an understanding of the concept and lead students to generalizations using the concepts.

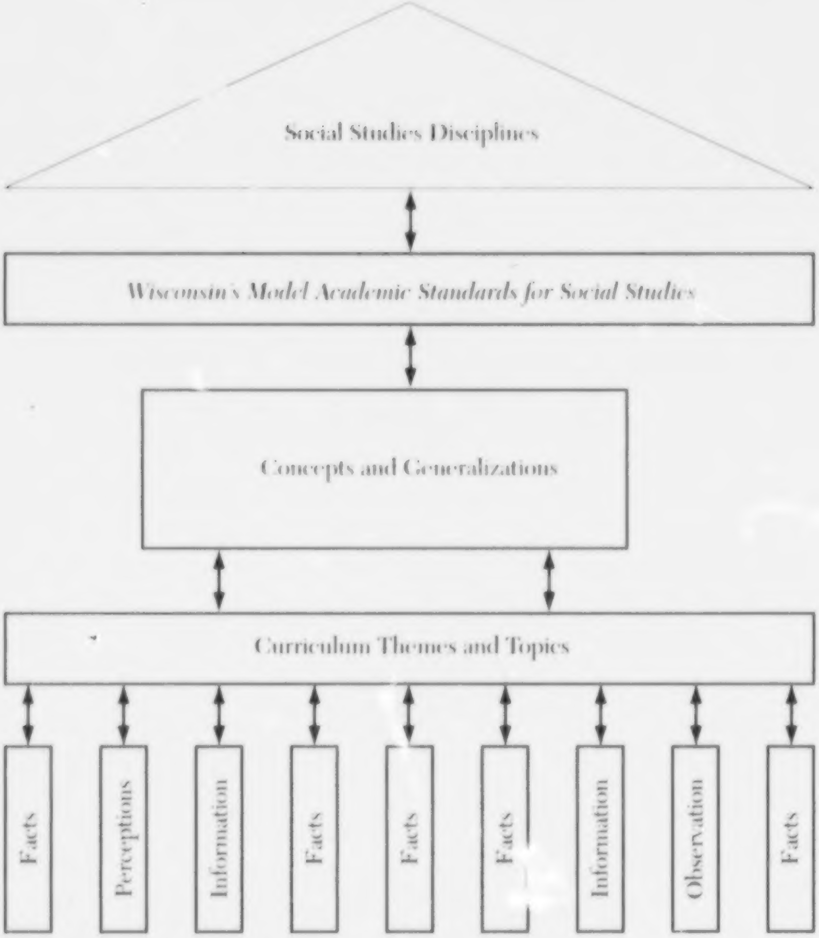

Social Studies Disciplines
Wisconsin's Model Academic Standards for Social Studies
Concepts and Generalizations
Curriculum Themes and Topics
Facts
Perceptions
Information
Facts
Facts
Facts
Information
Observation
Facts

FIGURE 1.3 **Role of Standards in the Structure of Knowledge**

Adapted from Erickson 1998:52.

The vast amount of facts and information in the content areas of social studies have often overshadowed the teaching of concepts and generalizations.

The above model is a visual representation of how social studies disciplines, *Wisconsin's Model Academic Standards for Social Studies*, concepts, generalizations, themes, topics, and facts work together. The Wisconsin social studies content and performance standards are drawn from the social science disciplines. The concepts and generalizations to be taught can be identified in the various performance standards; the topics and facts selected by the teacher or in the curriculum serve to help students develop understanding of the concepts and big ideas.

The vast amount of facts and information in the content areas of social studies have often overshadowed the teaching of concepts and generalizations, with little time given to higher levels of thinking. Through the identification of concepts and generalizations, more focus and depth can be specified in the curriculum.

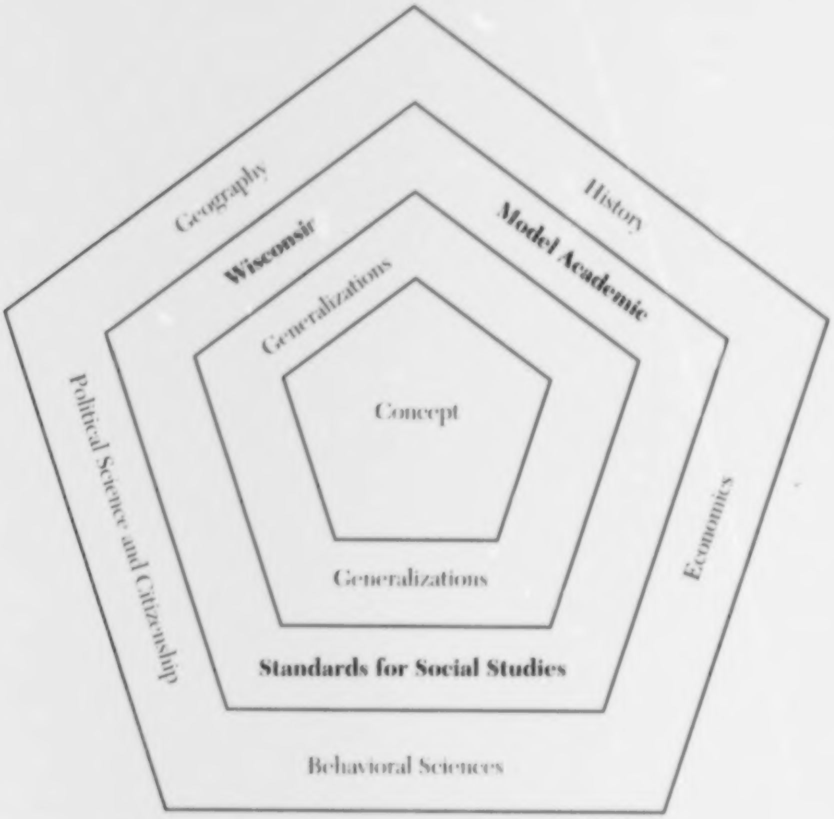

Geography
History
Wisconsin
Model Academic
Generalizations
Concept
Political Science and Citizenship
Economics
Generalizations
Standards for Social Studies
Behavioral Sciences

FIGURE 1.4 **Relationships Between Standards, Concepts, and Generalizations in the Social Sciences**

This model is developed as a pentagon to show the five strands of *Wisconsin's Model Academic Standards for Social Studies.* On the following pages a number of models show examples of ways that concepts can be related to the various strands and disciplines in social studies.

Many of the social studies performance standards have connections and it is possible to be teaching or learning parts of one or more performance standards in a particular activity. It is actually quite difficult to teach anyone social studies discipline without including content from other social studies disciplines.

These relationships also show that concepts and generalizations can be developed through various curriculum content areas. The relationships can be used to integrate various subject content. It is most important for students to develop a deep understanding of concepts so that they can apply them across the curriculum and throughout their life.

Developing good generalizations or big ideas or conclusions can have its pitfall. In developing critical thinkers, it is necessary to let them develop their own generalizations, but emphasis must be given to helping students learn to support their generalizations and conclusions with good evidence and arguments. Challenging poor generalizations and unfounded conclusions is part of lifelong civic responsibility!

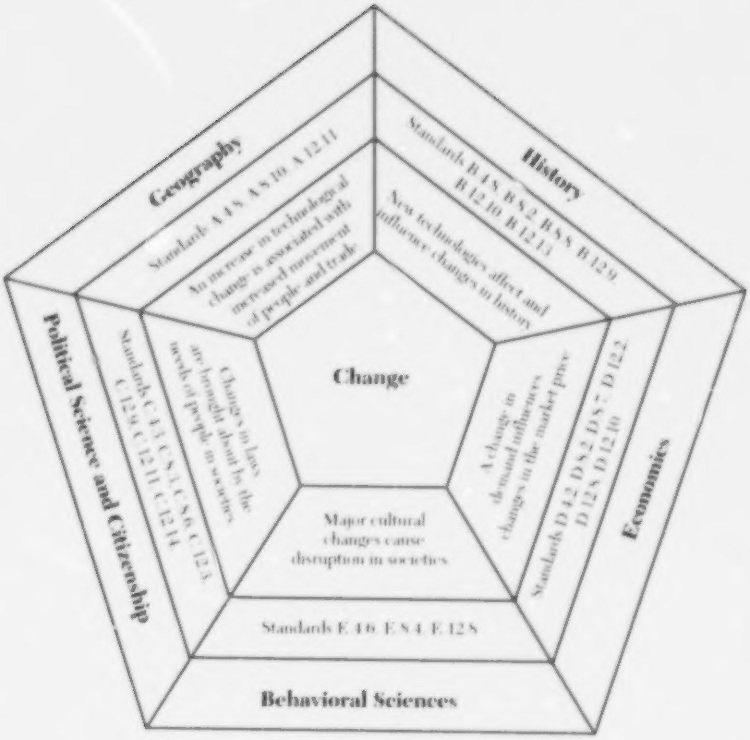

Geography
Standards A.4.8, A.8.10, A.12.11
An increase in technological change is associated with increased movement of people and trade
History
Standards B.4.8, B.8.2, B.8.8, B.12.9, B.12.10, B.12.13
New technologies affect and influence changes in history
Change
Political Science and Citizenship
Standards C.4.3, C.8.3, C.8.6, C.12.3, C.12.9, C.12.11, C.12.14
Changes in laws are brought about by the needs of people in societies
Economics
Standards D.4.2, D.8.2, D.8.7, D.12.2, D.12.8, D.12.10
A change in demand influences changes in the market price
Major cultural changes cause disruption in societies
Standards E.4.6, E.8.4, E.12.8
Behavioral Sciences

FIGURE 1.5 **Developing Learning Around the Concept of Change: Examples of Related Standards and Generalizations**

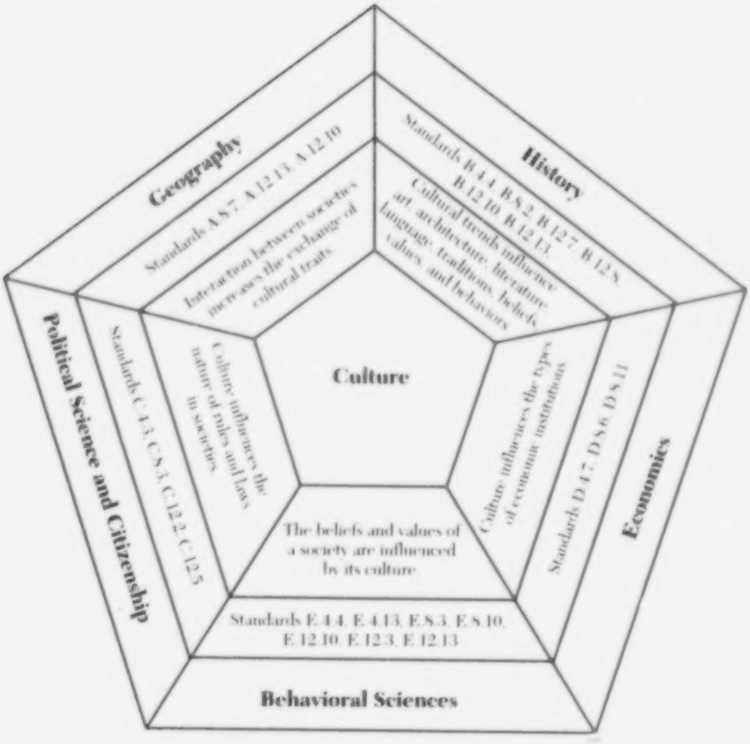

Geography
Standards A.8.7, A.12.13, A.12.10
Interaction between societies increases the exchange of cultural traits
History
Standards B.4.4, B.8.2, B.12.7, B.12.8, B.12.10, B.12.13
Cultural trends influence art, architecture, literature, language, traditions, beliefs, values, and behaviors
Culture
Political Science and Citizenship
Standards C.4.3, C.8.3, C.12.2, C.12.5
Culture influences the nature of rules and laws in societies
Economics
Standards D.4.7, D.8.6, D.8.11
Culture influences the types of economic institutions
The beliefs and values of a society are influenced by its culture
Standards E.4.4, E.4.13, E.8.3, E.8.10, E.12.10, E.12.3, E.12.13
Behavioral Sciences

FIGURE 1.6 **Developing Learning Around the Concept of Culture: Examples of Related Standards and Generalizations**

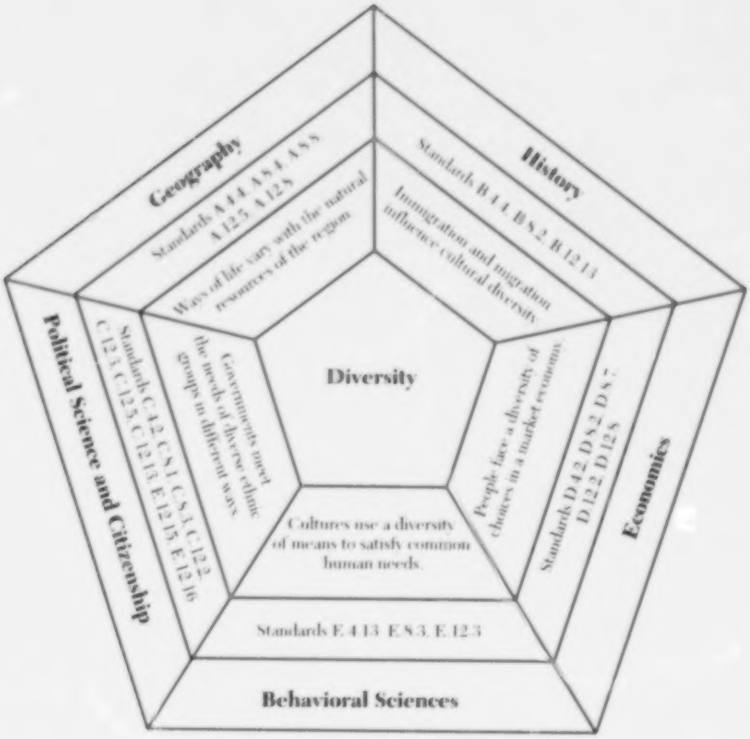
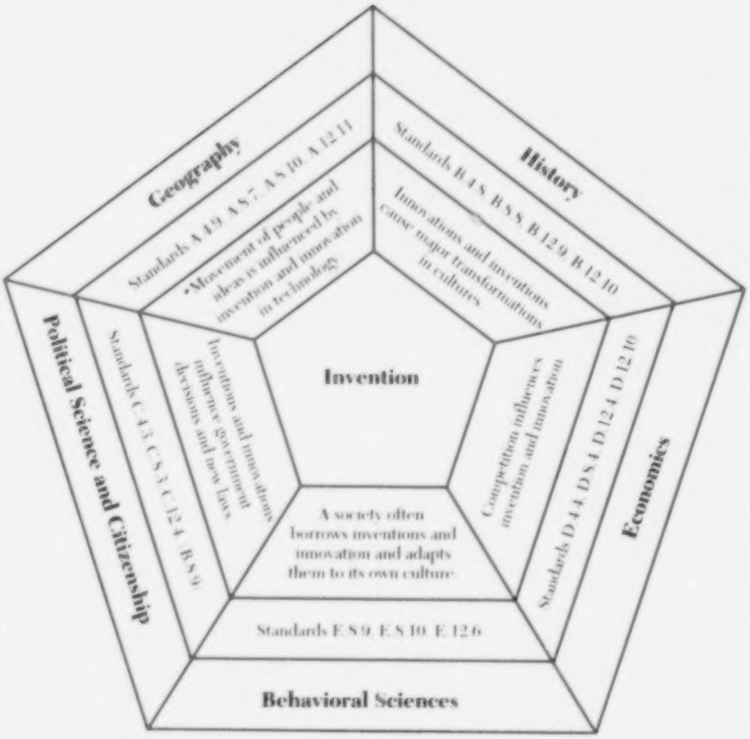

Geography
Standards A.4.4, A.8.4, A.8.8, A.12.5, A.12.8
Ways of life vary with the natural resources of the region.
History
Standards B.4.4, B.8.2, B.12.13
Immigration and migration influence cultural diversity.
Economics
Standards D.4.2, D.8.2, D.8.7, D.12.2, D.12.8
People face a diversity of choices in a market economy.
Behavioral Sciences
Standards E.4.13, E.8.3, E.12.3
Cultures use a diversity of means to satisfy common human needs.
Political Science and Citizenship
Standards C.4.2, C.8.1, C.8.3, C.12.2, C.12.3, C.12.5, C.12.13, E.12.15, E.12.16
Governments meet the needs of diverse ethnic groups in different ways.
Diversity

FIGURE 1.7 **Developing Learning Around the Concept of Diversity: Examples of Related Standards and Generalizations**

FIGURE 1.8 **Developing Learning Around the Concept of Invention: Examples of Related Standards and Generalizations**


Geography
Standards A.4.9, A.8.7, A.8.10, A.12.11
*Movement of people and ideas is influenced by invention and innovation in technology.
History
Standards B.4.8, B.8.8, B.12.9, B.12.10
Innovations and inventions cause major transformations in cultures.
Economics
Standards D.4.4, D.8.4, D.12.4, D.12.10
Competition influences invention and innovation.
Behavioral Sciences
Standards E.8.9, E.8.10, E.12.6
A society often borrows inventions and innovation and adapts them to its own culture.
Political Science and Citizenship
Standards C.4.3, C.8.3, C.12.4, (B.8.9)
Inventions and innovations influence government decisions and new laws.
Invention

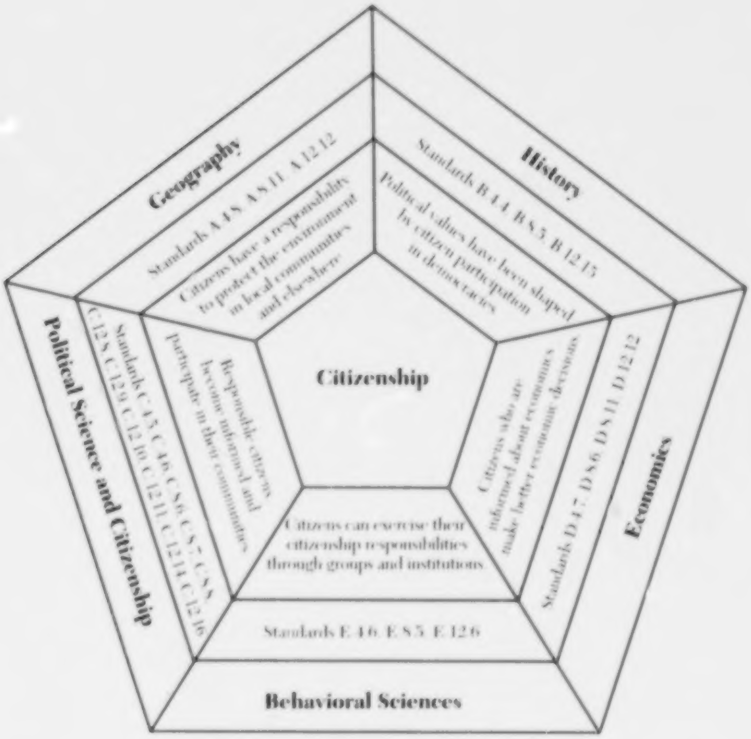

Geography
Standards A.4.8, A.8.11, A.12.12
Citizens have a responsibility to protect the environment in local communities and elsewhere
History
Standards B.4.4, B.8.5, B.12.15
Political values have been shaped by citizen participation in democracies
Economics
Standards D.4.7, D.8.6, D.8.11, D.12.12
Citizens who are informed about economics make better economic decisions
Behavioral Sciences
Standards E.4.6, E.8.5, E.12.6
Citizens can exercise their citizenship responsibilities through groups and institutions.
Political Science and Citizenship
Standards C.4.3, C.4.6, C.8.6, C.8.7, C.8.8, C.12.8, C.12.9, C.12.10, C.12.11, C.12.14, C.12.16
Responsible citizens become informed and participate in their communities.
Citizenship

FIGURE 1.9 **Developing Learning Around the Concept of Citizenship: Examples of Related Standards and Generalizations**

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Social Studies Skills

Skills Related to Processes in Social Studies

2

This guide uses the following definitions to enable teachers to help students learn important skills and processes related to social studies.

Process:	A process is a complex performance requiring a range of ability and knowledge, a systematic series of actions directed to some end.
Skill:	A skill is the ability to do something well as a result of practice. Students learn skills in social studies to carry out the broader processes that promote in-depth understanding of a topic or issue.

Social studies skills can be classified in many ways depending on the resource selected. This guide identifies a number of key skills that are critical to helping young people develop the ability to make informed and reasoned decisions in a democracy.

Facts, concepts, and generalizations are used to organize knowledge, but achieving in-depth understanding of knowledge requires thinking about information through complex reasoning processes that manipulate, extend, and refine the knowledge. To develop students' ability to reason, essential skills related to processing information must be taught, applied, and practiced in different settings and contexts throughout the K–12 grades.

Skills are the tools of lifelong learning; they must be developed and practiced across grade levels.

The following section identifies the process skills needed to develop *Wisconsin's Model Academic Standards for Social Studies*. Ability to use some of these skills and processes is assessed in the Wisconsin Student Assessment System. Documents provided by the Office of Educational Accountability at the Wisconsin Department of Public Instruction provide additional information. This is not necessarily a sequential list; the sequence of the skills will vary within lessons and at different grade levels.

*Gather Information

- Develop questions for investigation of a topic.
- Identify people and places that could provide information.
- Identify and use research and document sources.
- Prepare a plan to locate information.
- Use a variety of search terms to find information in a database.
- Record information by taking notes, making audio- or videotapes, mapping, sketching, or photographing.
- Design questionnaires to collect data through interviews or surveys.

*ORGANIZE INFORMATION

- Classify items in categories; find patterns.
- Summarize information from reading, interviews, questionnaires, and other sources.
- Describe artifacts and observations.
- Sequence a hierarchy of key ideas.
- Separate relevant information from irrelevant information.

*ANALYZE INFORMATION

- Identify information relevant to the topic.
- Distinguish inferences from facts.
- Identify unstated assumptions.
- Identify cause-and-effect relationships and other relationships.
- Identify similar information from a number of sources.
- Analyze the values implied in the sources of information.
- Analyze the differing points of view in sources as well as the motivation for them and the possible consequences that may result.
- Analyze sources for gender bias and stereotypes.
- Analyze the authenticity and validity of sources.
- Identify trends, causes, and effects.
- Identify gaps in the information.
- Formulate a hypothesis on an issue and test it.

*GENERATE INFORMATION AND IDEAS (SYNTHESIZE)

- Use inductive skills to arrive at a new organization of knowledge or a new perspective.
- Add details, examples, and additional information to improve understanding.
- Create a new product, generalization, or theory based on the information.

*INTEGRATE INFORMATION

- Combine information, selecting important information to summarize.
- Develop generalizations and theories combining concepts from one or more disciplines.
- Incorporate new information to change the generalization or theory in order to better understand it.
- Modify and reconstruct information.

*EVALUATE INFORMATION AND OUTCOMES

- Set standards or decision-making criteria to judge the information.
- Use evaluation criteria to confirm the truth or worth of an idea or decision.
- Judge the consistency, adequacy, and value of the information by external standards.

*These skills are used in the Wisconsin Student Assessment System and are identified in *The Wisconsin High School Graduation Test Educator's Guide*

(Wisconsin Department of Public Instruction 2000) and *The Teacher's Guide to the Terra Nova Knowledge and Concepts Tests* (CTB McGraw-Hill 1997).

Communicate Information

- Prepare information for a specific audience.
- Give reasons for choosing and rejecting information.
- Consider the nature of the audience in selecting visual and auditory material.
- Use a variety of forms of information.
- Quote statistical data.
- Present evidence to argue in support of or against the issue under consideration.
- Explain the choice of data or information.

Participation Skills

- Accept and fulfill the civic responsibilities necessary in a democratic republic.
- Keep informed about societal issues.
- Identify situations in which a decision is required.
- Identify alternative courses of action.
- Use a decision-making process.
- Determine when it is appropriate to express and act on personal convictions.
- Work individually and with others to determine a course of action.
- Show respect for the views of others.
- Use conflict-resolution strategies to solve a problem.
- Identify defensible evidence on people's values and motivations with regard to specific issues.
- Make a choice after listening to others.
- Recognize conflicting views and identify trade-offs.

Quantitative Skills—Interpreting and Developing Data

> As information becomes ever more quantitative and as society relies increasingly on computers and the data they produce, an innumerate citizen today is as vulnerable as the illiterate peasant of Gutenberg's time.
>
> (*Steen 1997 xv*)

The skills of reading and manipulating data are critical to the development of an informed citizenry. In this age of information, numbers and quantities are used daily in the media. With computers, data are developed and organized at ever-increasing speeds. The technology section of this guide describes "teledemocracy." The computer empowers citizens to determine the economic impact of their decisions and the decisions of their elected representatives by accessing information collected by the government, and the future promises even more citizen participation through the use of computers.

Though it is important to be able to interpret ready-made data in various forms, it is equally important to be able to manipulate data by developing charts, and graphs.

Charts, graphs, data, and statistics are used extensively in teaching and learning about social studies in textbooks and other resource material as well as in the daily media. Though it is important to be able to interpret ready-made data in various forms, it is equally important to be able to manipulate data by developing charts, and graphs, and the like. Learning how the creators of data formats are able to give different impressions with the exact same numerical data will help students throughout their lives. The Wisconsin Student Assessment System also uses charts, graphs, maps, and so forth extensively to assess student knowledge.

All of *Wisconsin's Model Academic Standards for Social Studies* provide students opportunities to develop quantitative skills, whether stated explicitly in each standard or not. Several standards directly reference the use of these skills. Examples of those standards from geography and history follow:

GEOGRAPHY

A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world.

A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density.

A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models.

HISTORY

B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as ... documents ... graphs and charts.

B.8.1 Interpret the past using a variety of sources ... and evaluate the credibility of sources used.

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues....

Critical Thinking Skills

> Critical thinkers use skills to analyze and evaluate their own thinking. "The classical uncritical thinker says, 'I've made up my mind! Don't confuse me with the facts.'"
>
> (*Paul 1995 2*)

One of the skills of civic discourse or conversation is the conscious awareness and deconstruction of one's own thinking. This is a skill that can be developed and encouraged through instruction. The following questions help the critical thinker identify the elements of his or her thinking:

- What is the purpose of my thinking?
- What precise question am I trying to answer?

- What point of view do I hold?
- What information am I using?
- How am I interpreting that information?
- What concepts or ideas are central to my thinking?
- What conclusion am I coming to?
- What am I taking for granted?
- What assumptions am I making?
- If I accept the conclusions, what are the implications?
- What would the consequences be if I put my thought into action?

Critical thinking is concerned with accuracy; precision; clarity; depth; and development of intellectual traits such as intellectual humility, intellectual integrity, intellectual perseverance, intellectual empathy, and intellectual self-discipline. The following quotation, written in 1906, holds true for the fast pace of today's world.

> The critical habit of [thinking], if usual in a society, will pervade all its mores, because it is a way of taking up the problems of life. People educated in it cannot be stampeded by stump orators . . . They are slow to believe. They can hold things as possible or probable in all degrees, without certainty and without pain. They can wait for evidence and weigh evidence, uninfluenced by the emphasis and confidence with which assertions are made on one side or the other. They can resist appeals to their dearest prejudices and all kinds of cajolery. Education in the critical faculty is the only education of which it can be truly said that it makes good citizens.
>
> *(Sumner 1979, quoted in Paul 1993, 79)*

Civic Discourse Skills

Every citizen in a democracy should be involved in discussions and debates in their communities about issues and policies. Citizens can do this by running for local or state political offices; performing community service; or serving on planning boards, water commissions, neighborhood associations, juries, parent groups, teen groups, and so forth. Whether as members or observers, all citizens need to know how to engage in talking about issues and about the public good. To become more thoughtful, critical, and participatory members of their communities, students need to practice this skill in discussions about important issues that elicit controversies and strong opinions.

- Civic discourse involves listening carefully as well as speaking. This means letting the speaker say whatever they choose and trying to put oneself in the place of the speaker. It means thinking about which points can be agreed upon or which are potential trade-offs. It means reflecting on what the speaker has said and trying to bridge differences rather than thinking only about how to articulate one's own argument.
- Civic discourse should focus on remaking the world, not just talking about it. Suggested solutions and compromises for the public good should be an end result.

- Civic discourse can be taught best in situations where students can interact over a question of common concern in a setting where participants can make real decisions.

Media Literacy Skills

A new skill in *Wisconsin's Model Academic Standards for Social Studies* and in many of the other Wisconsin subject standards is the skill of media literacy. A major change in the way people get information has occurred in the last 40 years. Most citizens and students now get much of their information about their own country and the wider world from electronic media.

It is critical that students realize that television, newspaper, magazines, and movies operate in a marketplace in which consumption feeds production, and that consumers' choices have a role in what is produced.

Considine and Haley wrote, "In an era of spin-doctors, image-makers, pollsters, corporate mergers, and the special-effects mastery of computer technology, such skills are not only important, they go to the very heart and soul of responsible citizenship" (1999:21). It is critical that students realize that television, newspaper, magazines, and movies operate in a marketplace in which consumption feeds production, and that consumers' choices have a role in what is produced. Students can exercise citizenship skills by responding, petitioning, and campaigning to criticize poor media and praise good media.

Key questions provide a frame for deconstructing media messages and the context in which they are produced and consumed.

KEY QUESTIONS TO CRITIQUE MEDIA

■ Who?	What is the source, structure, or ownership of the media?
■ Says What?	What is the content, values, or ideology?
■ In What Way?	What is the form, style, codes, conventions, or technologies?
■ With What Effect?	What influence and consequences result?
■ Why?	What is its purpose, profit, or motivation?

(*Considine and Haley 1999:28*)

Questioning Skill

In life, asking the right or best questions is sometimes more important than having answers. Teachers rely on oral and written questions to instruct and develop students' critical thinking. Instructional conversation is a technique in which the teacher keeps everyone engaged in substantive and extended conversation, pulling together various student comments to develop understanding. The art of asking questions that lead to critical thinking requires a deep understanding of the content and of the various kinds and levels of questions.

The best-known work in this area remains *Classroom Questions: What Kinds?* (Sanders 1966). In this book, the author, Norris Sanders, draws on *Taxonomy of Education Objectives* (Bloom 1956), now commonly referred to as Bloom's Taxonomy. The categories of the taxonomy are well known to most educators—memory, translation, interpretation, application, analysis, synthesis, and evaluation. Sanders then provides a description of the categories and examples of how questions can be framed to get at ever higher levels of critical thinking. Students at any level can be challenged to move beyond memory and interpretation questions to develop their thinking skills.

Wisconsin's Model Academic Standards for Social Studies frequently ask students to perform an analysis of information. Questions requiring thinking skills at the upper and lower levels of Bloom's taxonomy occur less often. It is important that teachers analyze the types of questions they are asking in discussions and on assessments. Table 2.1 lists the levels of Bloom's taxonomy on the left and common words used in questions on the right.

TABLE 2.1 **Levels of Questions**

To Measure These Levels	Use These Words in the Question
Information recall	List, describe, define, label, repeat, name, fill in, identify, what, when, who
Comprehension	Paraphrase, explain, why, review, match, discuss, translate, interpret
Application	Apply, construct, draw, simulate, sketch, employ, restructure, solve, calculate, determine
Analysis	Classify, dissect, distinguish, differentiate, compare, contrast, categorize, separate, break down, subdivide, model
Synthesis	Create, invent, predict, design, imagine, improve, propose, combine, relate, put together, integrate, assemble, collect
Evaluation	Judge, argue, assess, appraise, decide, defend, select, debate, evaluate, choose, rate, verify, justify, critique, recommend

Inquiry: A Process in Social Studies

The development of theme units, problem-solving units, and inquiry approaches involves a more complex performance that requires students to use a combination of skills to carry out the task. Extended inquiries also demand changes in teacher planning that take time and resources. But the results have been an increase in depth and an exploration of questions that are significant to students and teachers.

Social studies content can be viewed as a narrative or an analytical study about people and events or as an inquiry in which students create and use knowledge.

Knowledge and understanding are the products of social inquiry. Concepts and generalizations can be developed through inquiry; students also gain proficiency in gathering and evaluating information. Economists, sociologists, anthropologists, and political scientists use similar but not identical methods to test and develop knowledge. The methods are also similar to the "scientific method" other scientists use. Figure 2.1 is a diagram of the scientific method as adapted for social studies.

FIGURE 2.1 **Common Steps in the Inquiry Process**

Identify a problem or question
Form generalizations or hypotheses
Define concepts
Gather facts and information
Process and organize information
Test generalizations or hypotheses
Develop generalizations (conclusions)
Evaluate generalizations
Continue inquiry

Adapted from Banks and Clegg 1990, 79

Inquiries are usually one of three types:

- Curiosity driven—to answer a question
- Conflicting data—to clarify two or more opposing statements
- Teacher facilitated—teacher poses the question or hypothesis

Examples of inquiries in the models in this guide are:

1. Geography model, chapter 4: What is the effect of human environmental interaction in a community?
2. History model, chapter 5:
   - How do buildings and decorations reflect cultural values and ideas?
   - What caused the Great Depression?
3. Political science model, chapter 6: How do governments establish or claim power and authority?
4. Economics model, chapter 7: What goods and services are part of Wisconsin's economy?
5. Behavioral sciences model, chapter 8: How does the media affect behavior?

Multiple Resources Needed to Develop Skills

Social studies is moving away from relying on one textbook and coming up with the "right" answers. A major problem with developing curriculum around performance standards is developing instruction that brings multiple resources and perspectives into the lessons. Textbooks help provide support for teachers who have very little time to develop a curriculum that uses a broad variety of resources for every unit. The problem lies in depending solely on textbooks.

Textbooks appear to provide the one or two correct answers. They also develop the generalizations for students, eliminating some of the opportunities for students to develop thinking skills. Because they are designed to cover large periods of time or a whole field of study, there is little emphasis on extending insights to similar situations in other eras or in other countries. Although more recent textbooks deal with diversity and controversial issues, there is no way to examine or critique the beliefs presented. Teachers should help students identify the perspective of their textbooks, perhaps by using multiple texts and resources within the classroom to compare and contrast the treatment of information. With the advent of the Internet, access to primary source documents allows teachers to examine some areas in depth so that students recognize the limitations of textbooks. Problems with textbooks exist in all of the social studies disciplines. For additional information about this subject, see Paul et al. 1995.

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Curriculum Connections

Curriculum Connections Take Time and Teacher Knowledge

3

Social studies educators are challenged to connect the social studies disciplines with each other. A second kind of connection includes linking the many other disciplines outside of social studies. Curriculum design and the needed preparation time for teachers are often factors that prohibit the development of curriculum connections that help students learn the most important concepts and ideas. It should not be expected that students can do this entirely on their own; these connections should often be part of the instruction.

Time is insufficient to teach everything worth learning in social studies. Disconnected facts are hard to remember. It is important for teachers to select topics that are most useful for promoting in-depth understanding of concepts, key ideas, and skills and that will help students connect meaningful knowledge. Curriculum connections can be especially effective when the curriculum or the teacher identifies the most important information, conceptual understandings, and examples of evidence the student will provide to indicate content has been learned. Sometimes contrived connections are forced that dilute the important understandings students need to acquire. Connections that are integral to the theme can be part of the curriculum design. Good-quality connections require extensive knowledge and planning and are often developed at the unit level planning stage.

Curriculum connections can be especially effective when the curriculum or the teacher identifies the most important information, conceptual understandings, and examples of evidence the student will provide to indicate content has been learned.

What Makes a Good Theme or Topic?

The theme or topic chosen for study in an integrated or connected curriculum should focus on the major concepts to be learned about the content. Curriculum that focuses mostly on information, facts, and superficial learning activities fails to help students develop deeper understandings. Units referred to by catchy titles like "teddy bears" or "popcorn" may or may not develop important social studies concepts. But an evaluation of the unit's identified concepts, instructional strategies, potential generalizations, and assessments might indicate that key concepts and ideas are going to be learned regardless of the unit title. Three resources are *Seeing the Whole Through Social Studies*, *Planning a Connected Curriculum*, and *A Guide to Connected Curriculum and Action Research* (see references at end of chapter).

Most K–12 teachers will find themselves connecting various disciplines within the social studies standards with other disciplines. Many teachers who are in self-contained classrooms and have responsibility for the majority of the disciplines taught in elementary education have developed quality connected curriculum and instruction.

Middle and high school curriculums usually focus on a central discipline such as history, geography, or economics in the social studies curriculum but often include performance standards and content from any or all of the five strands in *Wisconsin's Model Academic Standards for Social Studies*.

Connections Can Facilitate Opportunity to Learn Requirements

Students in high school must have the opportunity to learn the eligible performance standards for the high school graduation test in the five strands of *Wisconsin's Model Academic Standards for Social Studies*. Most school districts have adopted *Wisconsin's Model Academic Standards for Social Studies* and are developing curriculum documents to ensure the students' opportunity to learn. Through examination of the curriculum in required courses, it is possible to add concepts and key ideas from geography, economics, and the behavioral sciences in required history courses. Of course, other options are possible; the connections should be added where they are logical. School districts are responsible for teaching all of the standards, both eligible and ineligible. Some standards were identified as ineligible because they do not lend themselves to large-scale assessment. Nevertheless, the content, concepts, and skills in those standards reflect important social studies learning.

It is probably impossible to teach any discipline within the social studies without bringing in content and concepts from other disciplines in the social studies. *Wisconsin's Model Academic Standards for Social Studies* recognize the value of integrating the five strands of social studies in every course.

Several types of examples are included in figures 3.1, 3.2, and 3.3. In addition, several of the models connect two or more strands of *Wisconsin's Model Academic Standards for Social Studies*.

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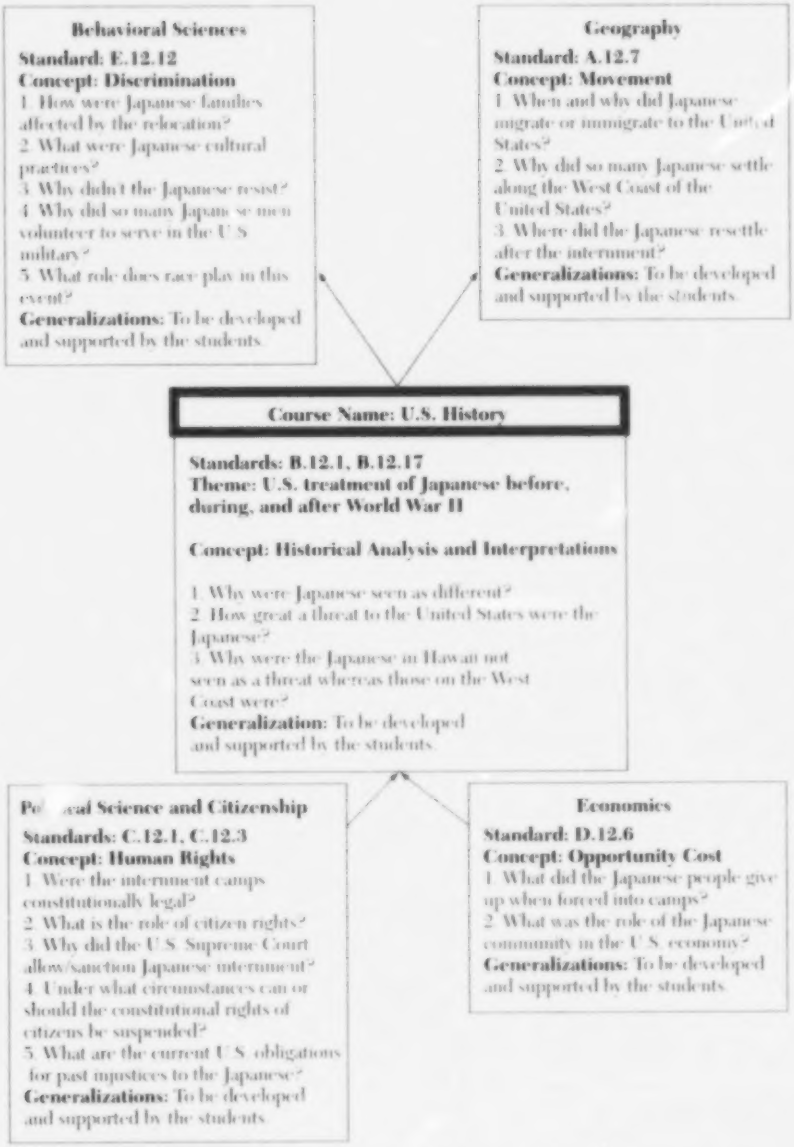


Behavioral Sciences

Standard: E.12.12
Concept: Discrimination
1. How were Japanese families affected by the relocation?
2. What were Japanese cultural practices?
3. Why didn't the Japanese resist?
4. Why did so many Japanese men volunteer to serve in the U.S. military?
5. What role does race play in this event?
Generalizations: To be developed and supported by the students.

Geography

Standard: A.12.7
Concept: Movement
1. When and why did Japanese migrate or immigrate to the United States?
2. Why did so many Japanese settle along the West Coast of the United States?
3. Where did the Japanese resettle after the internment?
Generalizations: To be developed and supported by the students.

Course Name: U.S. History

Standards: B.12.1, B.12.17
Theme: U.S. treatment of Japanese before, during, and after World War II

Concept: Historical Analysis and Interpretations

1. Why were Japanese seen as different?
2. How great a threat to the United States were the Japanese?
3. Why were the Japanese in Hawaii not seen as a threat whereas those on the West Coast were?
Generalization: To be developed and supported by the students.

Political Science and Citizenship

Standards: C.12.1, C.12.3
Concept: Human Rights
1. Were the internment camps constitutionally legal?
2. What is the role of citizen rights?
3. Why did the U.S. Supreme Court allow/sanction Japanese internment?
4. Under what circumstances can or should the constitutional rights of citizens be suspended?
5. What are the current U.S. obligations for past injustices to the Japanese?
Generalizations: To be developed and supported by the students.

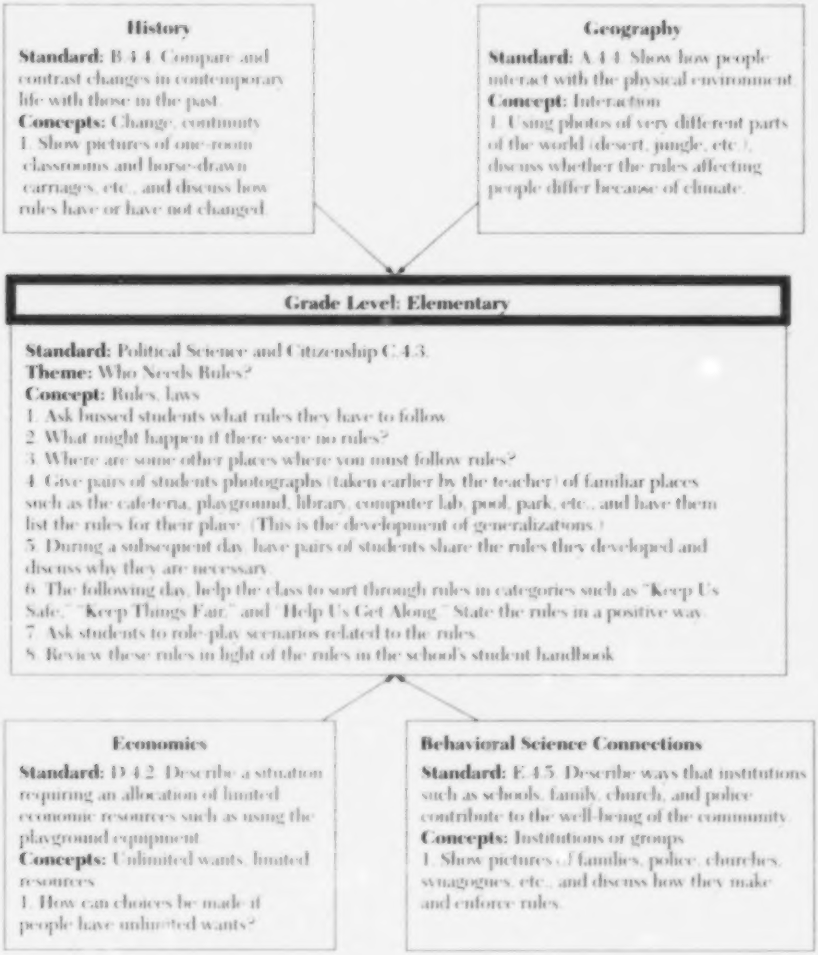
Economics

Standard: D.12.6
Concept: Opportunity Cost
1. What did the Japanese people give up when forced into camps?
2. What was the role of the Japanese community in the U.S. economy?
Generalizations: To be developed and supported by the students.

Note: Not all strands will always fit well in a connected lesson.

FIGURE 3.1 **Example of Connecting Social Studies Strands in a Secondary History Lesson**

Social studies is the natural center of connections because it is the story of people and ideas.



History

Standard: B.4.4. Compare and contrast changes in contemporary life with those in the past.
Concepts: Change, continuity
1. Show pictures of one-room classrooms and horse-drawn carriages, etc., and discuss how rules have or have not changed.

Geography

Standard: A.4.4. Show how people interact with the physical environment.
Concept: Interaction
1. Using photos of very different parts of the world (desert, jungle, etc.), discuss whether the rules affecting people differ because of climate.

Grade Level: Elementary

Standard: Political Science and Citizenship C.4.3.
Theme: Who Needs Rules?
Concept: Rules, laws
1. Ask bussed students what rules they have to follow.
2. What might happen if there were no rules?
3. Where are some other places where you must follow rules?
4. Give pairs of students photographs (taken earlier by the teacher) of familiar places such as the cafeteria, playground, library, computer lab, pool, park, etc., and have them list the rules for their place. (This is the development of generalizations.)
5. During a subsequent day, have pairs of students share the rules they developed and discuss why they are necessary.
6. The following day, help the class to sort through rules in categories such as "Keep Us Safe," "Keep Things Fair," and "Help Us Get Along." State the rules in a positive way.
7. Ask students to role-play scenarios related to the rules.
8. Review these rules in light of the rules in the school's student handbook.

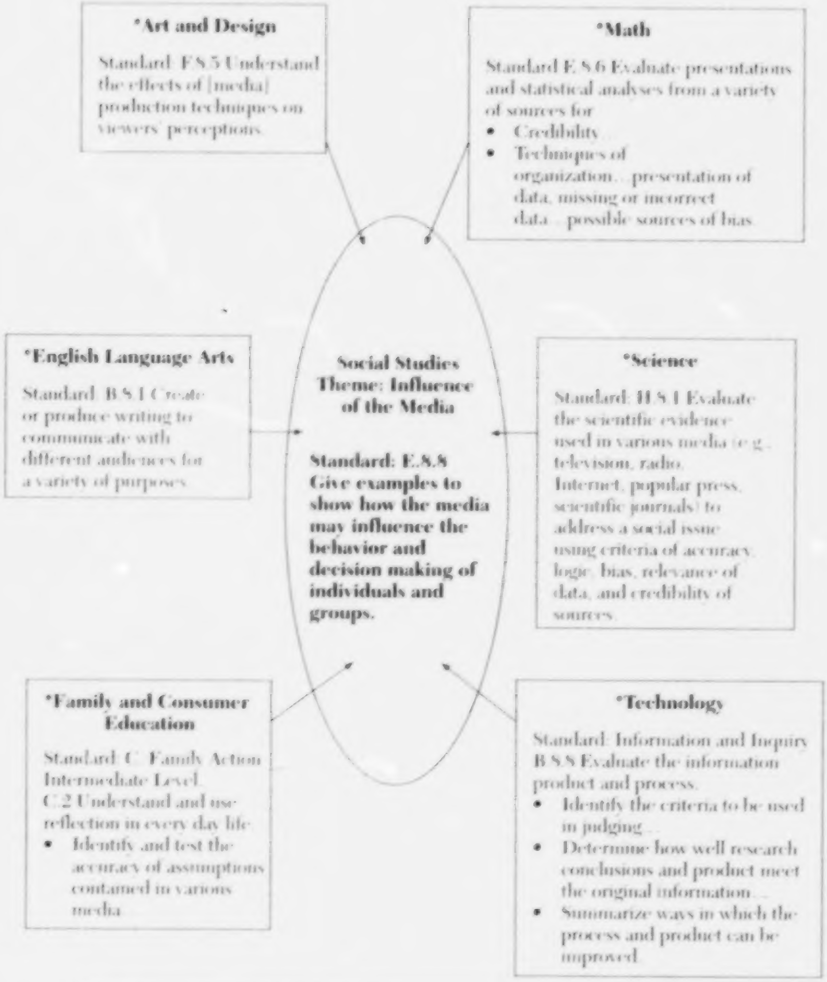
Economics

Standard: D.4.2. Describe a situation requiring an allocation of limited economic resources such as using the playground equipment.
Concepts: Unlimited wants, limited resources
1. How can choices be made if people have unlimited wants?

Behavioral Science Connections

Standard: E.4.5. Describe ways that institutions such as schools, family, church, and police contribute to the well-being of the community.
Concepts: Institutions or groups
1. Show pictures of families, police, churches, synagogues, etc., and discuss how they make and enforce rules.

FIGURE 3.2 **Example of Connecting Social Studies Strands in an Elementary Political Science and Citizenship Lesson**



Social Studies Theme: Influence of the Media

Standard: E.8.8 Give examples to show how the media may influence the behavior and decision making of individuals and groups.

***Art and Design**

Standard: F.8.5 Understand the effects of [media] production techniques on viewers' perceptions.

***Math**

Standard E.8.6 Evaluate presentations and statistical analyses from a variety of sources for

- Credibility . . .
- Techniques of organization . . . presentation of data, missing or incorrect data . . . possible sources of bias.

***English Language Arts**

Standard: B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.

***Science**

Standard: H.8.1 Evaluate the scientific evidence used in various media (e.g., television, radio, Internet, popular press, scientific journals) to address a social issue using criteria of accuracy, logic, bias, relevance of data, and credibility of sources.

***Family and Consumer Education**

Standard: C. Family Action Intermediate Level.
C.2 Understand and use reflection in every day life.

- Identify and test the accuracy of assumptions contained in various media.

***Technology**

Standard: Information and Inquiry B.8.8 Evaluate the information product and process.

- Identify the criteria to be used in judging . . .
- Determine how well research conclusions and product meet the original information . . .
- Summarize ways in which the process and product can be improved.

*See standards in these areas for additional information.

FIGURE 3.3 **Examples of Connections Among Various Wisconsin Model Academic Standards at the Middle School Level**

Geography: People, Places, and Environments

4

The term *geography* comes from a Greek word that means to study the earth. As geographers examine the spatial arrangements of the earth's physical characteristics, they also consider the study of people and culture and their relationships to the earth. They study the interconnections of physical features of the land, the biological characteristics of the region, and the human societies that inhabit the earth in a particular location over time. Every geographic area is influenced by these forces in the creation of similar or different areas as they continue to change. These linkages allow us to better understand world cultures and to help students overcome ethnocentrism and parochialism so they can develop an appreciation for diversity. As students examine ever-increasing interconnections, they need to understand national, regional, and global interdependence and recognize that national goals may be affected by various forces in other parts of the world, such as tribalism in Africa or rising nationalism in eastern Europe. Geographers also attempt to keep current with the changes in land use and settlement patterns brought about by a decline in irreplaceable natural resources, such as oil and coal, and by significant changes in technology. The study of geography in the social studies curriculum enables students to learn about places and to develop the skills needed to analyze change as it relates to place. Geographic literacy requires that all students have a knowledge of their local and world environment and that they have a sense of obligation to help solve environmental problems.

Among the research tools geographers use to analyze and display geographic data are maps and globes, interpretations of aerial photographs, and remotely sensed satellite data; these tools help them answer such questions as "What is seen here?" and "Why is it there?" Surveys, diaries, questionnaires, interviews, atlases, and numeric data such as from censuses and other demographic studies provide additional information to help geographers and others make informed decisions. They also rely on fieldwork, expository reports, and observations.

The key concept for geography is "place," and how places and their human and physical characteristics affect the people who live there. Each place on earth is unique. Geographers attempt to describe changes in the earth's surface from several perspectives, for example, what is in the ground (minerals and resources) and what is above the earth in the form of climate.

Concepts and Key Ideas in Geography

Other concepts and key ideas in geography include population distribution; environment; boundaries; landforms; location; human–environmental and human–spatial interactions; social ecology; movement; settlement patterns; interdependence; regions (cultural, economic, political, religious, climatic, resource, etc.); direction; distance; time and time zones; latitude and longitude; scale; migration; natural resources; mental maps and images; size and shape; physical features; earthquakes; volcanism; weather and climate; seasons; urban, rural, and suburban areas; boundaries; territory and sovereignty; species extinction; land tenure and land-use policies; geographic distribution; density; accessibility; habitat; ecosystem; demographics; scale; allocation of resources; transportation and communication systems; locality; region; and perpetual transformation. Many of these and other geographic concepts can be taught at one or more grade levels with varying degrees of detail and sophistication. (Adapted from Geography Education Standards Project 1995)

Geographers ask important questions such as:

- "Why and how have people in various cultures adapted to the physical environment in which they live?"
- "How do people influence the environment?"
- "How does the environment influence people?"
- "What are some connections between different parts of the world?"
- "How can we distinguish physical from cultural influences?"

Geographers are concerned with data generated from the social science disciplines and other disciplines as well. As a discipline, geography serves as a bridge between the social and natural sciences. Because geography deals with relationships between humans and their natural environment, a functional knowledge of these relationships is necessary to make intelligent decisions for everyday living.

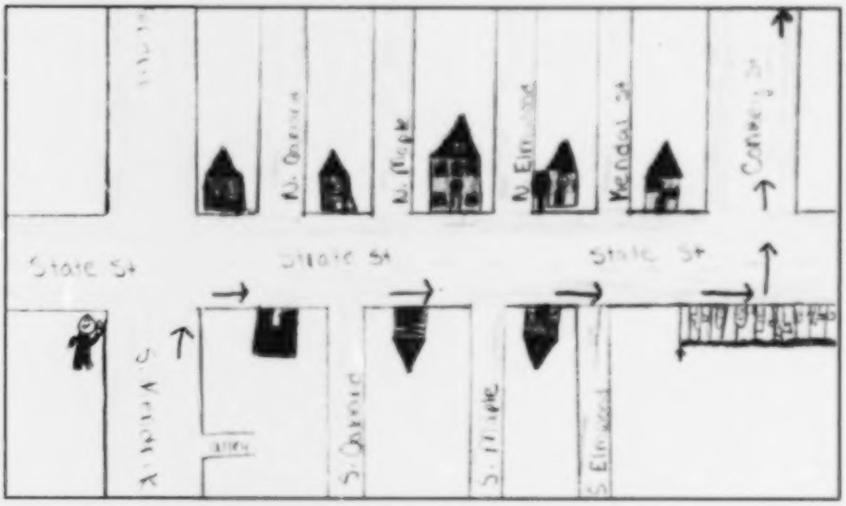
Sample Learning Activities

Classroom activities should involve students using maps, globes, charts, and tables to acquire, process, and communicate information as they study human conditions and environments. For example, students could be asked to examine the original landscape of the area now known as Wisconsin or their local city, town, or village and indicate how this landscape has been altered over time. They should also be able to complete a variety of projects and activities that enable students to discover a range of human interactions within their physical environment, perhaps beginning at the local community level and expanding to a global level by studying patterns of manufacturing or agriculture (dairy) production in Wisconsin and their distribution in international markets. Although memorization of some information may be important, the next step is to ask, "Why is this information important for students to learn and remember?" For example, certainly it is valuable for Wisconsin students to know that Madison is the state capital, but it is even more important that students know *why* Madison is the capital and other attributes common to capital cities both in the United States and elsewhere in the world.

Geographers have used computers to store and manipulate large amounts of data in the form of spreadsheets, charts, graphs, and maps. They also use them to process remotely sensed data gathered from satellites. Perhaps the most recent dramatic change has been computer-generated maps using Geographic Information Systems (GIS), a complex and comprehensive computer-based mapping tool. The system uses data drawn from many sources, including remotely sensed data and traditional standard maps, to create data inventories in either map or numeric form. For example, when completed, published data from the 2000 census can be used to create maps of specific geographic places that may show data related to household income, ethnicity, age, occupation, educational level, and other human characteristics. Using these data, government officials could project school enrollments or the location of a new highway; private businesses such as real estate brokers could anticipate areas of future growth and development and its impact on the local environment and even the global environment; and individuals could make informed decisions such as supporting or rejecting the development of a shopping center or the purchase of a home.

These newer technologies allow teachers and students to link their classrooms in Wisconsin to other classrooms in the world. Through an exchange of information about their respective countries and cultures, young learners are able to learn about themselves and each other. They are able to generate knowledge that extends well beyond the boundaries of textbooks and other instructional materials. Getting to know people in distant lands and in different cultural settings may contribute to the resolution of tension and conflict in the world.

Quality geography lessons require active student involvement and demand that students develop their mental powers. Teachers must emphasize critical thinking, problem analysis, and understanding relationships between humans and the earth. Students should develop a sense of curiosity about people and places as they study about the world in which they live. They should ask the



This map is an excerpt from a performance task that asked the student to draw a map showing the route from a city landmark to their home so that they might be presented with a $10,000,000 check from the Clearinghouse High-stakes. Among the various requirements in the rubric was the obvious requirement that the teacher be able to locate the house! This task had possible future applications to the real world.

same questions as geographers: "What is it?" Why is it there?" "How did it get there?" "How did it develop (and decline)?" "How does it interact with other phenomena?" Learning to think geographically (about the world in spatial terms) helps learners interpret the past and present and plan for the future.

Learning to think geographically (about the world in spatial terms) helps learners interpret the past and present and plan for the future.

For many years, the study of geography in schools was in decline, and consequently neither teachers nor young learners had a solid understanding of geography content, concepts, or skills. On a regular basis beginning in the 1980s, the media reported the lack of knowledge many U.S. students and adults possessed related to geography (Denko 1992). Professional geographers became alarmed about the status of geography not only in K–12 classrooms but also at the university level, when several universities terminated geography programs and reduced the number and range of geography classes offered in liberal arts undergraduate programs. During this period the National Geographic Society and other groups interested in geography and geographic education took steps to revitalize geography as a discipline worthy of study. For example, the *Journal of Geography* is available through the National Geographic Council for Geographic Education and offers articles about current developments in geographic content and the teaching of geography.

The National Geographic Society has developed and disseminated a range of instructional materials such as newsletters; videos; lesson plans; less-distorted Robinson maps to replace the antiquated Mercator projection maps still found in many classrooms; and other instructional materials for teachers, including activities as part of National Geographic Awareness Week recognized in mid-November of each year.

A more recent publication, *Path Toward World Literacy* (the Grosvenor Center 2001), selects the six essential elements of geography and identifies broad learning objectives and sample learning activities.

One outcome of the new emphasis on geography was the creation of state geographic alliances to provide summer institutes; district staff development programs; conferences; and publications, including lesson plans to help classroom teachers learn geography content, concepts, and skills and to develop an appreciation for geography. Wisconsin has a well-established geographic alliance program that has helped several hundred K–12 educators and social studies methods professors gain new and current information and perspectives about geography. The Wisconsin Geographic Alliance sponsors the state Geography Bee, which is open to students in grades 4–8. The state winner is then eligible to compete at the national level for college scholarships and other educational awards.

A. GEOGRAPHY: People, Places, and Environments

Content Standard

Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.

Rationale

Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, current events, and world religions.

Performance Standards

BY THE END OF GRADE 4 STUDENTS WILL	BY THE END OF GRADE 8 STUDENTS WILL	BY THE END OF GRADE 12 STUDENTS WILL
A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface.	A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps; a globe; aerial photographs; and satellite images, to gather information about a place.	A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as continental drift, plate tectonics, volcanism, and landforms; and the human attributes of the place, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration.
A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and landforms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders.	A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape.	A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models.
A.4.3 Construct a mental map of the world and draw maps from memory, showing the location of major land masses, bodies of water, mountain ranges, and so on.	A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density.	A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features.
A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.	A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment.	A.12.4 Analyze the possible short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment.
A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to generate information about the local community, Wisconsin, the United States, and the world.	A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases.	A.12.5 Use a variety of geographic information and resources to analyze and illustrate the way in which the unequal global distribution of natural resources influences trade and shapes economic patterns.
A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes.	A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation.	A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world.
A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world.	A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world.	

BY THE END OF GRADE 4 STUDENTS WILL

A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment.

A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes such as pollution prevention measures, air conditioning, and solar heating.

BY THE END OF GRADE 8 STUDENTS WILL

A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.

A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals.

A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment.

A.8.11 Give examples of causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations.

BY THE END OF GRADE 12 STUDENTS WILL

A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world.

A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them.

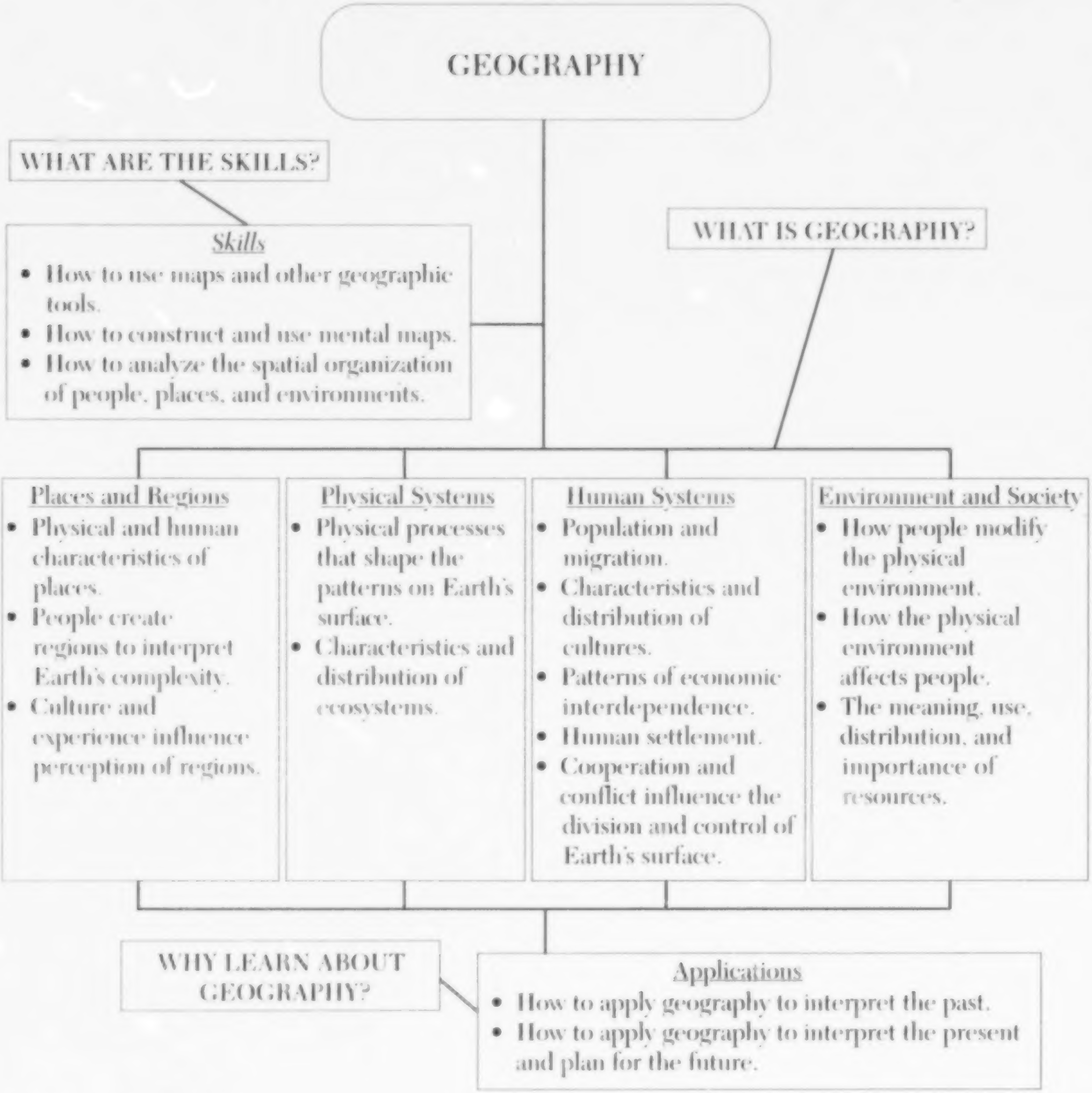
A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places such as an urban center, an industrial park, a public project, or a planned neighborhood.

A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development.

A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects the environment and culture.

A.12.12 Assess the advantages and disadvantages of selected land-use policies in the local community, Wisconsin, the United States, and the world.

A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.



GEOGRAPHY

WHAT ARE THE SKILLS?

Skills

- How to use maps and other geographic tools.
- How to construct and use mental maps.
- How to analyze the spatial organization of people, places, and environments.

WHAT IS GEOGRAPHY?

Places and Regions

- Physical and human characteristics of places.
- People create regions to interpret Earth's complexity.
- Culture and experience influence perception of regions.

Physical Systems

- Physical processes that shape the patterns on Earth's surface.
- Characteristics and distribution of ecosystems.

Human Systems

- Population and migration.
- Characteristics and distribution of cultures.
- Patterns of economic interdependence.
- Human settlement.
- Cooperation and conflict influence the division and control of Earth's surface.

Environment and Society

- How people modify the physical environment.
- How the physical environment affects people.
- The meaning, use, distribution, and importance of resources.

WHY LEARN ABOUT GEOGRAPHY?

Applications

- How to apply geography to interpret the past.
- How to apply geography to interpret the present and plan for the future.

FIGURE 4.1 **Geography**

Table 4.1 **Geography Concepts and Key Ideas in *Wisconsin's Model Academic Standards for Social Studies***

Social Studies Content Areas	**K–4** **Family** **Neighborhood** **Community** **State** **Region**	**5–8** **World Cultures** **Global Studies** **U.S. History** **World History** **Intro. to Social Sciences**	**9–12** **U.S. History** **Political Science and Citizenship** **Geography** **World History** **Economics** **Sociology** **Psychology** **Advanced Studies**
	Concepts/Key Ideas	**Concepts/Key Ideas**	**Concepts/Key Ideas**
Geography	**K–4**	**5–8**	**9–12**
	Environmental change	→	→
	Boundaries	→	→
	Landforms	→	→
	Location	→	→
	Human/environmental interaction	→	→
	Direction	→	→
	Latitude and longitude	→	→
	Scale	→	→
	Mental map	→	→
	Size and shape	→	→
	Physical features	→	→
	Habitat	→	→
	Reference points	→	→
	Land use	→	→
	Positions	→	→
	Land masses	→	→
	Bodies of water	→	→
	Mountain ranges	→	→
	Continents	→	→
		Distances	→
		Place	→
		Natural resources	→
		Weather and climate	→
		Population distribution	→
		Movement	→
		Urban–rural–suburban	→
		Land use policies	→
		Regions	→
		States	→
		Countries	→
		Physical change	→
		Global issues	→
			Ecosystems →
			Global distribution →

These are some of the most important concepts and key ideas identified in *Wisconsin's Model Academic Standards for Social Studies.*

Explanation of the Following Instructional Plan Model

Models form the core of this guide and are designed to help educators implement standards-led instruction. The model used in chapters 4–8 is preceded by a one-page explanation of a model and followed by the model designed for the discipline. The models were developed to show how standards can relate or lead assessment and instruction. Please note the sequence of each model. In changing from "what is taught" to "what is learned" the "evidence to show achievement of the standard" is the critical element. It provides the target for the instruction and assessment. Linked together assessment and instruction should enable every student to achieve the evidence.

Performance standard(s): Identify the standards that this teaching and learning plan will address.

Evidence to show achievement of standard(s): Identify the measurable and observable indications that students understand the concepts and processes required to meet the standard(s). This component is especially important to keeping the focus on student learning. Evidence suggested may be adapted to a particular classroom or instructional unit.

Concepts, key ideas, and generalizations: Select the social studies concepts, principles, issues, and generalizations that will be important for students to understand to meet the standard(s).

Assessment methods: Choose the assessment method(s) and the assessment criteria that will be shared with students and that will be used to determine whether students have met the standard(s) and at what level of proficiency.

Instructional content: Identify the instructional content to be included in this instructional lesson to help students meet the standard(s).

Instructional strategies: Select the instructional strategies to be used in this plan to help students meet the standard(s).

Instructional criteria and rubric: Sharing criteria with students helps them know what is important and what is expected of them. The Wisconsin Student Assessment System has developed four levels of proficiency: advanced, proficient, basic, and minimal. One example of how to use them is located in the model.

Geography Model

Unit Title: Great Landmarks Board

Grade Level(s): *Middle*

Identify the standards in *Wisconsin's Model Academic Standards for Social Studies* that this teaching and learning unit plan will address.

PERFORMANCE STANDARD:

A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment.

Identify the measurable and observable indications that students understand the knowledge or processes required to meet the standard(s).

EVIDENCE TO SHOW ACHIEVEMENT OF STANDARD(S):

Evident when students can develop and support generalizations (conclusions) that:

- Explain how human action modifies the physical environment
- Describe how physical systems affect human systems
- Assess conditions affecting the built features of a location
- Determine the conditions affecting the location of transportation routes
- Use vegetation or climate characteristics of places to explain present features
- Analyze the stages of historical development and cultural development of a community as it is impacted by the environment
- Interpret technology's changing influence on natural and built features of places
- Predict future changes to the characteristics of places

Select the social studies concepts, principles, and/or issues that will be important for students to understand to meet the standard(s).

CONCEPTS/KEY IDEA:

Human–environmental interaction

GENERALIZATIONS:

Choose the assessment method(s) and the assessment criteria (which will be communicated to students) that will be used to determine whether students have met the standard(s).

Assessment Methods and Criteria to be Shared with Students: Issue Analysis / Decision Making

1. Identified important and appropriate alternatives to be considered for preservation sites.
2. Identified important and appropriate criteria for assessing all alternative sites.
3. Accurately identified the extent to which each alternative site possessed each criteria.
4. Made selections of historic sites and landscapes that adequately met the decision criteria.
5. Criteria for choosing a site was clearly and convincingly stated.
6. The audience/community was considered when making the list of criteria.
7. Each site recommended and finally selected was researched and analyzed objectively and accurately.

Map/Oral Presentation

8. Selected sites and landscapes were correctly located on the map of 2050.
9. The 2050 map included an accurate compass and legend.
10. Legend symbols were easily recognized and understood.
11. The map was neat and easy to read.
12. Vocabulary used in the presentation was appropriate to both social studies and the audience.
13. Visuals were used to appropriately support the presentation.
14. The oral presentation had a clear beginning, organized body, and clear closure.
15. Vocal qualities such as rate, volume, articulation, and enthusiasm were good.
16. Positive humor was used appropriately.
17. Body language such as eye contact, posture, and body movement was used effectively.
18. The presenter responded well to questions from the audience.

Assessment Methods and Criteria to be Shared with Students:

Content Knowledge

19. The local community guidelines and standards for historic preservation were followed.
20. A clear relationship between the sites selected and the historic and cultural development of the community was established.
21. The description of the selected sites was accurate and reflected the rich and colorful history of the community.
22. The priority order for site preservation and the proposed budget were consistent.
23. The plan demonstrated an accurate analysis of the history and cultural experience of the community.

24. Sites selected and represented on the map of 2050 demonstrated a focus on future information needs.

Proficiency Levels

The Wisconsin Student Assessment System uses the following proficiency labels: advanced, proficient, basic, and minimal. The criteria or rubric here are appropriate to this specific assignment. Students would benefit greatly from examples of work from previous similar assignments at these various levels so that they could better understand what is expected of them. Such examples could also be used to help parents, other teachers, and community members understand the achievement levels.

ADVANCED

The selected sites are exceptionally well researched. A very thoughtful analysis is done of each site's potential. The final plan and priority list of sites is strongly and eloquently supported. The student makes an engaging presentation and has masterful control of the social studies content. The student presents a breadth and depth of relevant and accurate information and concepts applicable to preservation issues. When applicable the student demonstrates the clear relationship between the community's historic and cultural past and its impact on the natural and built environment. The student uses superb oral presentation skills and strategies such as props, humor, and visual aids in an especially effective manner. The map of 2050 creates interest and is accurate, neat, and easily readable.

PROFICIENT

The selected sites are researched. The student clearly states his or her choice of selected sites and offers a thoughtful list of the criteria used to evaluate each of the sites on the final priority list. The student considers the audience in an attempt to convince them of the value of the proposed plan. Information is properly referenced and support is presented for each recommended site. Sites recommended are scored on each of the selected criteria. The student presents relevant accurate information and concepts about preservation issues and the locally established standards and guidelines for preservation. When applicable the student demonstrates an understanding of the relationship between the community's history, culture, and the natural and built environment. The student clearly knows the content, and social studies concepts are used correctly. Vocabulary is appropriate to both the topic and the audience. The speaker is enthusiastic and the visual aids communicate clearly the presenter's ideas. The map of 2050 is accurate and understandable.

BASIC

The student's work is similar to that receiving a rating of proficient, except that one or two important elements are not of proficient quality or are missing. The presentation is similar to one receiving a rating of proficient, except one or two elements are not of proficient quality or are missing. The student presents some information about the site selection process but does not consistently apply it to all recommended sites. The student demonstrates some understanding of the concepts of preservation and the locally established standards and guidelines. The map of the year 2050 is confusing, inaccurate or both.

MINIMAL

The analysis is done very poorly or not at all. The presentation is not well organized or is not given. The student presents simplistic information based on personal knowledge. The student demonstrates little or no understanding of the concepts of preservation or the nature of the local guidelines and standards. The map of 2050 is simplistic, inaccurate, or nonexistent.

Identify the instructional content to be included in this lesson/unit to help students meet the standard(s).

INSTRUCTIONAL CONTENT:

- Fire insurance maps from three different historic periods for the community.
- Teacher presentation defining a landmark and explanation of potential categories of landmarks.
- *Inventory America* by Richard Haupt. National Center for the Study of History.
- *Secretary's Standards* by National Parks Service, Reservation Assistance Division.

Select the instructional strategies to be used in this lesson/unit to help students meet the standard(s).

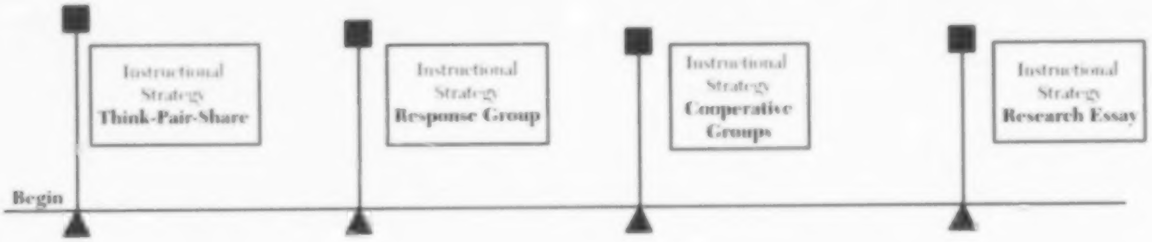
Instructional Activities

1. Have students list ways that people affect their environment every day in the community. Also have students list ways that people affect the environment in seasonal activities in the community.

2. Give students three fire maps of the same community from three different historic periods (e.g., Portage, Wisconsin in 1848, 1948, and 1999). Ask students to identify changing transportation patterns and location of transportation. Identify differing land-use patterns. Identify changes in community size as well as location of business district and its changing nature. Identify increases in the number and nature of residences. Ask students to identify any other changes over time that they observe.

3. Take a field trip to the local library, a local title company, the county courthouse, or local antiques shops (postcard section) and begin to collect photos of the community, both old and new. As an alternative to a field trip, a teacher may choose to prepare a portfolio of photos or photocopies. Students will be asked to compare the pictures and identify changes they discover; and to make observations about patterns of prosperity, industrialization, and observable impacts of immigration and technology; and describe changing vegetation patterns, architectural styles, and the nature of buildings.

4. Ask students to walk about the community and note unique physical and human characteristics. What about this place is unlike anywhere else in the world? Students are asked to select one of their observations and explain where the feature came from and why it is located where it is in the community. (Consider incorporating "CyberWalk" in community.)


Begin
Instructional Strategy Think-Pair-Share
Instructional Strategy Response Group
Instructional Strategy Cooperative Groups
Instructional Strategy Research Essay

1. **Evidence of Understanding:**
    - Identify appropriate impact on the environment
    - Differentiate accurately helpful and harmful results of human–environment interaction

2. **Evidence of Understanding:**
    - Compare and contrast maps of the same area over time
    - Analyze the magnitude of of change using maps

3. **Evidence of Understanding:**
    - Appropriately apply the skills of observation and inference to the photos or photocopies
    - Identify and explain social, cultural, technological, and biological conditions effecting change in the community

4. **Evidence of Understanding:**
    - Plan and execute an investigation
    - Locate information
    - Accurately interpret data and information
    - Summarize and explain findings in writing

[illegible]

5. The teacher gives a presentation about what constitutes a landmark and the different kinds of landmarks that can be found in many communities. Examples from the local community should be avoided. Consider landmarks in the following categories: art, architecture, engineering, commerce, residence, churches, social and political, recreational, science and technology. A slide presentation may be helpful. Ask students to identify one landmark in the community in each category that is no more than 15 years old. Ask each student to identify a second landmark in each category that is at least 75 years old. Students are asked to explain the difference between the older and newer landmarks. (Consider providing bookmarks and Web sites with virtual tours of landmarks.)

6. Participate in the "Inventory America" project, Residential Building, by Richard Haupt under the auspices of the National Center for the Study of History. Participation in the "Inventory America" project requires study, action, and teamwork and produces an accurate record of memorable houses in the community. Steps involved in completing the "Inventory America" project flow in the following order. Student teams select a building, study the building's context, visit the building site, conduct additional historic research, talk to people, establish historical significance, complete the "Inventory America" form, and share their research. (Consider electronic mapping program to manage data.)

7. Students are asked to read the Secretary's Standards (guidelines suggesting a model process for reviewing historic buildings and landscapes on a consistent basis) developed by the National Parks Service. Hundreds of preservation commissions nationwide have adopted the principles embodied in the standards in establishing local guidelines. (Request single copies from the National Parks Service, Preservation Assistance Division, P.O. Box 37127, Washington, DC 20013–7172). Students will be asked to develop standards and guidelines for building and landscape preservation in your community.

Instructional Strategy
Question-All Writing

Instructional Strategy
Project Team

Instructional Strategy
Individual to Whole Group

5. **Evidence of Understanding:**
   - Appropriately apply the concept of landmark
   - Demonstrate by example the changing nature of landmarks

6. **Evidence of Understanding:**
   - Participate cooperatively on a team
   - Analyze the features of an artifact (residence)
   - Summarize accurately the results of observations, research, and personal interviews
   - Decide historical significance
   - Communicate research results

7. **Evidence of Understanding:**
   - Read and interpret a technical document
   - Identify key concepts and issues related to the preservation of historic buildings and landscapes
   - Defend in writing a position on the establishment of local standards

Multiple Assessment Opportunities

8. Great Landmarks Board Performance Task

What of the natural or built environment of this community should be preserved for the future and why?

We have been studying how physical systems affect human systems and how human systems affect the physical environment. In this task we will explore how the historical and cultural development of a community can be impacted by the environment and how the community can impact the environment.

You are a recently elected member of the community's Great Landmarks Board. The Great Landmarks Board's first goal is to identify significant features of the natural and built environment of the community that warrant preservation for the next century. Sites selected by the board for preservation funding should help tell the story of the community to visitors and to future generations.

Locations should be identified for preservation that reflect the relationship between the environment and the historical and cultural development of the community. Sites or locations selected for preservation may be historical, cultural, recreational, environmental, or unique in nature, but all must contribute to a better understanding of the community's rich and colorful past.

Funding for preservation is limited, and all the possible sites identified cannot possibly be preserved. Developing criteria for which sites deserve funding and why is the second major task of the Great Landmarks Board. The Great Landmarks Board has a total of $10 million from various funding sources, including private contributions, grants, state funds and local tax dollars for preservation efforts.

Initially, individual board members will be asked to submit personal recommendations, along with their reasons, for locations they believe deserve funding. All recommendations should be identified on an accurate and detailed current map of the community. A short paragraph should indicate the reason you as a board member are recommending each of the locations for preservation funding.

After presenting your personal recommendations and listening to the ideas of fellow board members, you are asked to prepare a comprehensive plan to be presented to the community identifying which sites should be preserved and in what priority. The Landmarks Board's plan should include a priority list of sites, reasons for their relative importance in the history of the community, a gross budget allocated to each site, and a community map of 2050 in as much detail as possible. Be prepared for a public presentation of your plan, and include both visual and written materials designed to convince the public your plan is the best-thought-through proposal for demonstrating to future generations the environment's impact on the historical and cultural development of the community and the community's impact on the environment. Your plan should demonstrate an accurate analysis of the historical and cultural record and provide a fiscally sound way to preserve the community's rich and unique experience (all students serve on the Great Landmarks Board). (Consider using a computer presentation program to present your findings and recommendations.)

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8. **Evidence of Understanding:**
   - Plan and execute the management of a major project
   - Demonstrate criteria based decision making
   - Synthesize peer recommendations and respond thoughtfully to the advantages and disadvantages of their ideas
   - Present an oral position and defend ideas
   - Create a workable budget
   - Hypothesize about the future
   - Appropriately apply the local community guidelines and standard of preservation
   - Demonstrate by example the effect of history and culture on the built and natural environments

Multiple Assessment Opportunities

50

References

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Geography Education Standards Project. 1995. *Geography for Life: National Geography Standards*. Washington, DC: Geography Education Standards Project.

The Grosvenor Center for Geographic Education and National Geographic Society. 2001. *Path Toward World Literacy: A Standards-Based Guide to K–12 Geography*. San Marco, TX: Grosvenor Center for Geographic Education.

History: Time, Continuity, and Change

5

Civil War re-enactment at Camp Randall grounds in Madison, 1998.
Courtesy of Wisconsin Veterans Museum.

History, based on facts and evidence, provides the temporal context to help students find their place in the human story. It is the study of continuity and dynamics of change over time that is recorded as a narrative description of what happened. The study of history helps provide an understanding of ourselves and our society in relation to the human condition from more than one perspective. Historians also seek answers to a series of events, asking why the particular event took place and how past events have shaped the world. Reconstructing and reinterpreting historical events through new research findings help to place historical events and people in the context of time and perspective, which helps young people learn of their past, record their present, and consider the future. History is the most commonly taught social studies course in the schools in Wisconsin, in virtually every state in the United States, and in other nations around the world. In some settings history is considered a humanities course in that history focuses on human involvement and may be studied through literature, the arts, philosophy, and religion. History is a synoptic or integrative subject in a social studies setting.

History is the past and a memory of the past. A society without history or ignorant of its history is like a person without a memory.

History is the past and a memory of the past. A society without history or ignorant of its history is like a person without a memory. Without a knowledge of history, people do not know the possible choices and resulting consequences of such actions in the past. Just as it is impossible to have history without civilization, so too is it impossible to have civilization without history. Centuries of human experience have contributed to help people know themselves and the human condition.

Over the years history as a discipline has traditionally focused on descriptive narrative based on political actions, presidential eras, military battles, and economic history, including the rise of industry and the growth of business, with an emphasis on Western civilization (Europe and the United States). More recently, however, this focus has changed as historians have begun to use methodologies from behavioral science—probing the beliefs and studying the actions of political leaders, taking polls, analyzing institutional policies, and incorporating statistical analysis (social mathematics) into their research. They have extended their research and enlarged their perspectives to include study of the historical role of women, patterns of family structure, children, common people, and minorities; movements such as class conflict, immigration, and civil rights; and relationships between groups and institutions.

In addition, the geographic focus of history has shifted from western Europe to include the study of the history of Africa, Asia, Latin America, and to a lesser degree Oceania. Individual historians in specific geographic regions or countries are writing local and national histories from their own frame of reference, which suggests that history, like other social studies content, is both global and inclusive and helps students learn about past as well as present complexities in our world. These new trends in historiography are known as social (biographical) history and are appropriate for young learners, especially in the elementary schools. Most elementary students are interested in people, places and events about which they have prior knowledge.

History is an integrative field of study that often draws on concepts from other social studies disciplines. For example, when students study cultural history they examine the ideas, beliefs, and values of our nation as well as those from other nations; or they study how art, music, philosophy, drama, and popular culture have been central to the aspirations and achievements of people in all societies. Studying economic history helps students examine actions and events that are important in determining the quality of life in various settings and time periods. History content is linked to lives of individuals and societies because historical concepts cut across many disciplines. In fact, virtually all social studies concepts and content are addressed in more than one of the social science disciplines.

The study of history entails more than memorizing facts. It requires young people to think through causes and effects, interpret the past, and search for information to make informed decisions about events in contemporary life. When examining a person's life or analyzing an event, students need analysis and evaluation skills. They must be aware of bias when examining evidence, evaluating conflicting perspectives, and distinguishing between fact and opinions. They learn to engage in the five types of historical thinking that historians use in their work:

1. *Chronological thinking* requires students to distinguish between past, present, and future and to develop a time perspective (long ago and now)

to sequence events; measure time; interpret and create time lines; and explain patterns of succession, continuity, and change.

2. *Historical comprehension* asks students to take into account an event's historical context or setting to develop a historical perspective; to describe the past and examine the motive(s) of the person(s) involved; to identify a document's source and reconstruct its meaning; to use other tools such as maps, graphs, statistical data, and other visuals such as journals, diaries, photographs, artifacts, and family records to clarify an understanding of the event being studied; and to avoid judging past events in terms of present-day criteria.
3. *Historical analysis and interpretation* require that students consider multiple perspectives by comparing accounts of the same event; identifying bias; analyzing data for accuracy; challenging arguments presented; explaining causes related to some event; determining effects of the past; and recognizing that people with differing attitudes, values, beliefs, motives, hopes, and fears influence people and shape historical events.
4. *Historical research capabilities* require that students formulate historical questions that allow them to seek out and use data from several sources; decide on their authenticity by examining historical records such as artifacts, documents, photographs, or eyewitness accounts or by visiting historical sites; and construct stories (sound historical narratives) to support their findings based on the data.
5. *Historical issues, analysis, and decision making* require students to use their research skills to identify issues, problems, or dilemmas in the past; to recognize the setting and those involved in these struggles; and then to consider what might have been an alternative position or solution to the event being studied, analyze that decision, and bring a historical perspective to the discussion and its conclusion (Adapted from National Center for History in the Schools 1996).

In addition to the historical thinking skills described earlier, there are a number of concepts closely related to history and historical thinking.

Concepts and Key Ideas in History

Prehistory, ancient, medieval, modern, contemporary, civilization, inquiry, frame of reference, era, epoch, perspectives, points of view, interpretation, societies, heritage, evidence, fact, nation, change, culture, bias, values/beliefs, artifacts, documents (primary and secondary), timeline, biography and autobiography, technology, interpretation, credibility, cause and effect (consequences), innovations and discoveries, and historical evidence and data.

Most history concepts are stated in everyday language and are used for communication. Many of these concepts are "open-ended," which suggests that it may not be possible to formulate a complete or precise description of a particular concept, such as era, or cause and effect (consequences), because such a concept may not have precise boundaries. On the other hand, concepts such as "treason" may be "closed" because treason is defined clearly in the

U.S. Constitution as it relates to U.S. citizens in time of war. At other times (as in a time of peace) the concept of "treason" does not provide definite boundaries.

Concepts in history serve learners in different ways by helping to focus on specific events and the actions of people related to the topic under study. Concepts allow learners to establish meaning. They provide learners with information of what to look for or a frame of reference when studying a specific event. Concepts point out objects, events, or relationships that allow for making connections between concepts and the making of generalizations. Concepts are used to describe, point out, or refer to objects, events, and relationships.

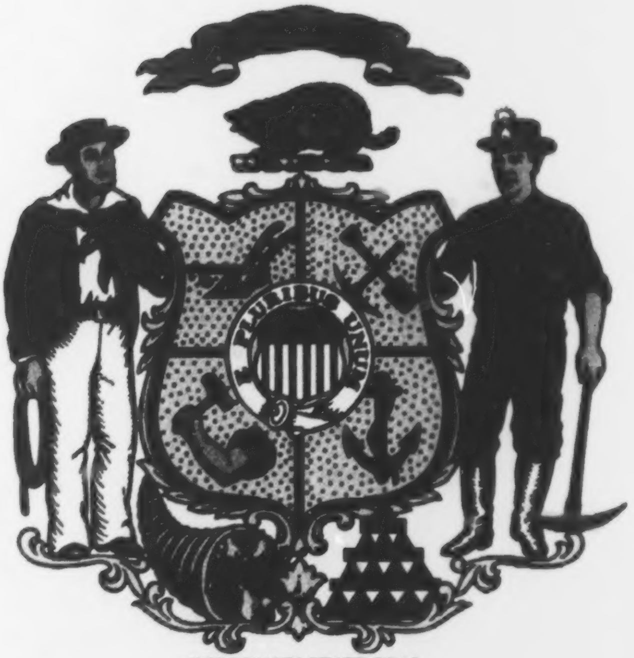
No historical account is entirely objective.

As historians study the past and reconstruct events from historical documents, records, or artifacts, they cannot be certain they have examined all the documents available or that the available documents provide an accurate and unbiased account of the event. Documents may have been lost or destroyed (sometimes intentionally). No historical account is entirely objective. Historians often revise their interpretations of an event (e.g., the Great Depression or the building of the transcontinental railroad) or persons (e.g., Richard Nixon or Jimmy Carter) as new information becomes available based on further research.

Other tools historians use are artifacts and relics (both handcrafted or manufactured), photographs, letters, diaries, journals, family historical records, government documents (e.g., executive proclamations, legislative hearings, court decisions, minutes of public meetings), local newspapers, political speeches, and autobiographies. In addition, they may also use stories (including oral histories), myths, and legends in their research. They also make use of traditional and living museums and field trips and more recently have come to rely on carbon-14 dating of documents and artifacts. The computer and other technologies make documents and resources in distant locations easier to access. Whatever the data source(s), it is critical that historians weigh and evaluate the data and withhold judgment as needed before drawing conclusions about an event or person. Most often there is no single explanation about a past event or person. History is about people—real people who may speak the truth or lie, confront or evade a situation, decide to act or fail to act on an issue, and judge an event or person fairly or unfairly. Historians need to examine events from multiple perspectives and present their findings and conclusions for scrutiny and review.

Historians ask such questions as these:

- "How can we know that?"
- "Why do some things change over time while other things stay the same?"
- "How accurate is this account?"
- "What other information is available?"
- "Who wrote the account, and are the conclusions supported with facts?"
- "What does history tell us about ourselves, and how might our future be affected?"



WISCONSIN STATE SEAL

The Wisconsin Coat of Arms is an integral part of the state seal and also appears on the state flag. The coat of arms contains a sailor with a coil of rope and a miner with a pick. They represent labor on water and land. They support a quartered shield with symbols for agriculture (plow), mining (pick and shovel), manufacturing (arm and hammer), and navigation (anchor). The U.S. motto, "E pluribus unum" ("one of many") refers to the union of the United States. A horn of plenty stands for prosperity and abundance, while a pyramid of 13 lead ingots represents mineral wealth and the 13 original United States. A badger, the state animal, and the state motto, "Forward" are included.

To answer these and other fundamental historical questions, historians must develop and use a variety of complex critical-thinking skills. These skills include observing, classifying, inferring, formulating hypotheses and important questions, integrating information from several sources, distinguishing significant and insignificant data, suggesting relationships between people and events, evaluating and judging the usefulness of the data, and communicating the conclusions (however tentative) to a larger audience for comment and critique. The reporting of additional data most likely requires a rethinking of the event or person and may result in a new or different interpretation.

Historians often study broad time periods called eras. *Wisconsin's Model Academic Standards for Social Studies* have identified several historical eras and themes for study. Historical themes and eras have been identified to help teachers plan their curriculum to promote student learning in history. The eras and themes are listed with the standards in this chapter.

Examples of Classroom Activities

At the elementary level history plays a dominant role in the social studies program for at least two reasons. First, studying about key events and people in our national history socializes young people into the democratic tradition; and second, history provides a major component of general citizenship education by contributing to the development of the "private person" and the "public citizen."

In primary grades, young learners study their local communities. Students, with the help of parents and other adults, are asked to bring in pictures (postcards, newspaper pictures, and family photographs) and other objects (borrowed from family members or secured at flea markets and antique stores) to the classroom that in effect becomes a mini-museum. Local libraries and historical societies may have pictures that could be photocopied for classroom use. Depending on the artifacts secured, students could be asked to compare "old" and "now" in the local community by examining buildings, businesses, transportation, roads, and so forth. They could be asked to create a postcard of the community as it is today and share the postcards with others, such as other classes or members of the community, through a display at the local mall or historical society.

Older students may study migration past and present. They should study the cultures that the immigrants left and their experience in their new country. A variety of activities could include personal interviews, using primary and secondary sources such as diaries, family letters, and photographs, examining women's lives and roles both in the home (taking care of the family) and outside the home (within the community), a study of cultural traditions (sports festivals and other social events) both in the homeland and practices in the United States, and other similar activities. The information secured could be shared with others in the form of a scrapbook to be placed in the school library (adapted from Hickey 1999).

At the secondary level, history is viewed not only as a study of the past, but also as a way to help young people understand their own culture as well as the cultures of others, and to build citizenship skills. It is a study of human character and values that have been tested under difficult and trying circumstances (pressures) in which individuals overcame self-interest in favor of the well-being of others. For the most part, students (and teachers) often believe that the content of their textbook is accurate, and they rarely question the printed word for accuracy, content, or interpretation. Unfortunately, many textbooks provide only superficial coverage of content, concepts, and skills.

Students studying history might examine primary source documents and compare these accounts with information available in other secondary source materials. For example, students may read excerpts from journals or diaries of families moving across the Great Plains in the 1840s and compare these writings with other sources, such as newspaper accounts, historic posters, sketches, and so forth, and then be asked to formulate one or more hypotheses about families being a part of the westward movement. Or they can consider two or more perspectives about the same event. For example, students may examine how John and Robert Kennedy; Nikita Khrushchev; Fidel Castro; and members of the media from the United States, Cuba, and the Soviet Union reported on the Cuban missile crisis of 1961. These accounts vary considerably, depending on the perspective(s) of the persons and nations involved, and make for interesting classroom discussions and debates.

Through the study of history, students may be transported vicariously to "see and hear" past events such as Socrates asking questions of Greek citizens, Napoleon trekking to Russia, King George demanding that the colonists conform to English law, and the pain of minorities being denied civil rights. These and other similar events and voices give young learners opportunities to examine complexities and diversities of life in different settings and contexts.

Through the study of history, students may be transported vicariously to "see and hear" past events such as Socrates asking questions of Greek citizens, Napoleon trekking to Russia, King George demanding that the colonists conform to English law, and the pain of minorities being denied civil rights.

B. HISTORY: Time, Continuity, and Change

Content Standard

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, by examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

Rationale

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, world studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

Historical Eras

Fourth- through twelfth-grade students studying Wisconsin history will learn about:

1. The prehistory and the early history of Wisconsin's native people
2. Early explorers, traders, and settlers to 1812
3. The transition from territory to statehood, 1787–1848
4. Immigration and settlement
5. Wisconsin's role in the Civil War, 1860–1865
6. Mining, lumber, and agriculture
7. La Follette and the Progressive Era, 1874–1914
8. The world wars and conflicts
9. Prosperity, depression, industrialization, and urbanization
10. Wisconsin's response to twentieth-century change

Fourth- through twelfth-grade students studying U.S. history will learn about:

1. The prehistory and early history of the Americas to 1607
2. Colonial history and settlement, 1607–1763
3. The American Revolution and the early national period, 1763–1815
4. The paradox of nationalism and sectionalism in an expanding nation, 1815–1860
5. The Civil War and Reconstruction, 1861–1877
6. The growth of industrialization and urbanization, 1865–1914
7. World War I and America's emergence as a world power, 1890–1920
8. Prosperity, depression, and the New Deal, 1920–1941
9. World War II, the Cold War, the Korean War, and the Vietnamese conflict, 1941–1975
10. The search for prosperity and equal rights in Cold War and post-Cold War America, 1945–present

Fifth- through twelfth-grade students studying world history will learn about:

1. Prehistory to 2000 B.C.
2. Early pastoral civilizations, non-Western empires, and tropical civilizations
3. Classical civilizations, including China, India, Egypt, Greece, and Rome, 1000 B.C. to 500 A.D.
4. Multiple religions (Judaism, Christianity, Islam, Buddhism, Hinduism) and civilizations to 1100 A.D.
5. Expansion and centralization of power, including the decline of feudalism, 1000–1500
6. The early modern world, 1450–1800
7. Global unrest, change, and revolution, 1750–1850
8. Global encounters, industrialization, urbanization, and imperialism, 1850–1914
9. Wars, revolutions, and ideologies, 1900–1945
10. Postindustrialism, global interdependence, and fragmentation in the contemporary world, 1945–present

Performance Standards

BY THE END OF GRADE 4 STUDENTS WILL

B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.

B.4.2 Use a time line to describe past and present examples of change, such as the growth and development of communities.

B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events.

B.4.4 Compare and contrast contemporary life with life in the past, looking at social, economic, political, and cultural roles played by individuals and groups.

B.4.5 Explain the historical background and meaning of important social values such as freedom, democracy, and justice.

B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King Day, and national and state symbols, such as the American eagle and state flags.

BY THE END OF GRADE 8 STUDENTS WILL

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary materials, and evaluate the credibility of sources used.

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history.

B.8.3 Describe the relationships between and among significant events such as the causes and consequences of wars in United States and world history.

B.8.4 Explain how and why events may be interpreted differently depending on the perspectives of participants, witnesses, reporters, and historians.

B.8.5 Use historical evidence to determine and support a position about important social values, such as freedom, democracy, or justice, and express that argument coherently.

B.8.6 Analyze important social values such as freedom, democracy, and justice embodied in documents such as the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

BY THE END OF GRADE 12 STUDENTS WILL

B.12.1 Explain different points of view on the same subject using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches.

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them.

B.12.4 Assess the validity of different interpretations of significant historical events.

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in light of other possible conclusions; and develop a coherent argument in light of other possible arguments.

B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States.

B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created.

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history.

BY THE END OF GRADE 4 STUDENTS WILL

B.4.7 Identify and describe significant events and people in the history of Wisconsin and the United States.

B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment.

B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations.

B.4.10 Explain the history, culture, tribal status of the American Indian tribes and bands in Wisconsin.

BY THE END OF GRADE 8 STUDENTS WILL

B.8.7 Identify significant events and people in the major eras of United States and world history.

B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.

B.8.9 Explain the need for laws and policies to regulate science and technology.

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations.

B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of Wisconsin's Native Americans.

B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues.

BY THE END OF GRADE 12 STUDENTS WILL

B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world.

B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values.

B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war.

B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.

B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions.

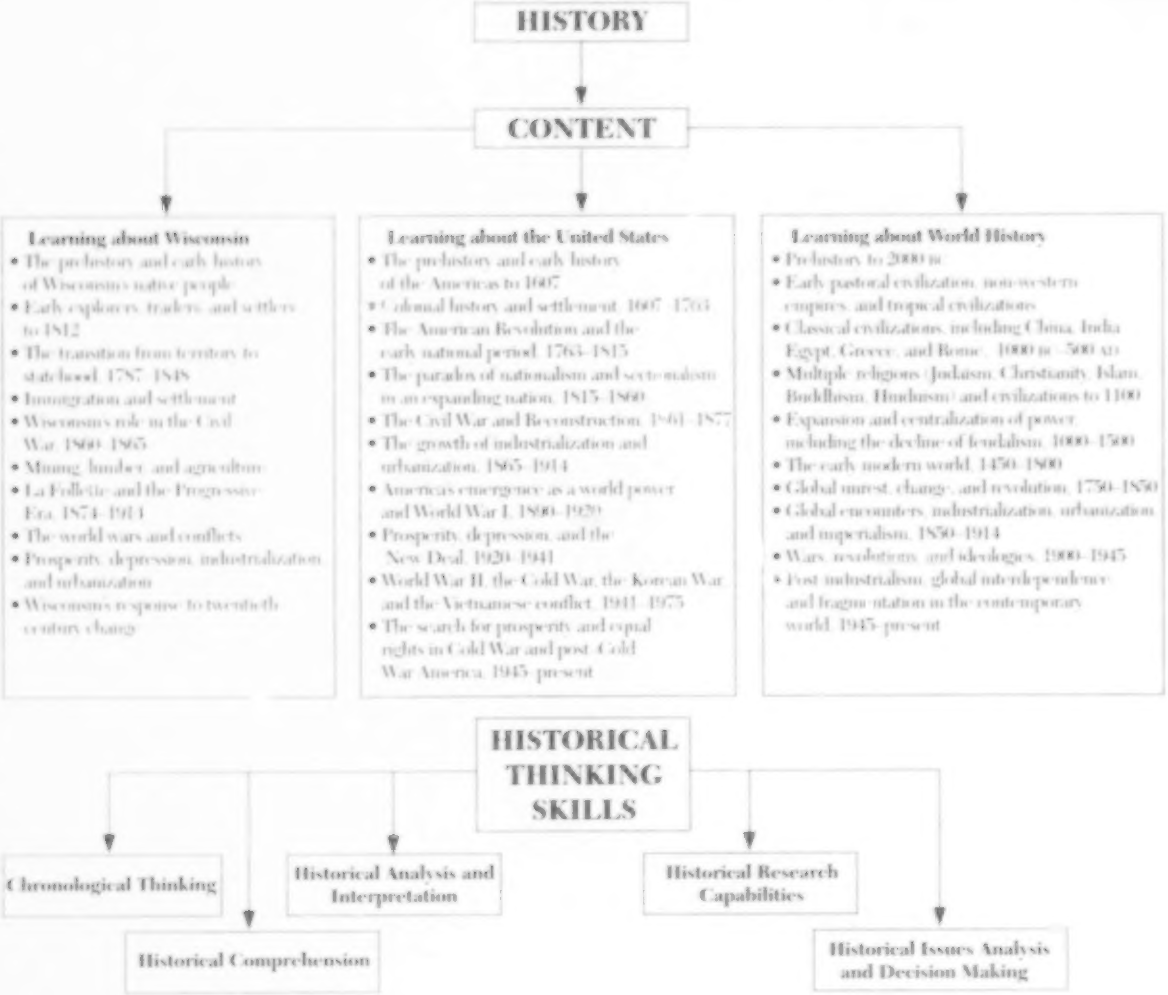
B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity.

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved.

B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world.

B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved.

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world.


HISTORY
CONTENT
HISTORICAL THINKING SKILLS
Chronological Thinking
Historical Comprehension
Historical Analysis and Interpretation
Historical Research Capabilities
Historical Issues Analysis and Decision Making

Learning about Wisconsin

- The prehistory and early history of Wisconsin's native people
- Early explorers, traders, and settlers to 1812
- The transition from territory to statehood, 1787–1848
- Immigration and settlement
- Wisconsin's role in the Civil War, 1860–1865
- Mining, lumber, and agriculture
- La Follette and the Progressive Era, 1874–1914
- The world wars and conflicts
- Prosperity, depression, industrialization, and urbanization
- Wisconsin's response to twentieth-century change

Learning about the United States

- The prehistory and early history of the Americas to 1607
- Colonial history and settlement, 1607–1763
- The American Revolution and the early national period, 1763–1815
- The paradox of nationalism and sectionalism in an expanding nation, 1815–1860
- The Civil War and Reconstruction, 1861–1877
- The growth of industrialization and urbanization, 1865–1914
- America's emergence as a world power and World War I, 1890–1920
- Prosperity, depression, and the New Deal, 1920–1941
- World War II, the Cold War, the Korean War, and the Vietnamese conflict, 1941–1975
- The search for prosperity and equal rights in Cold War and post-Cold War America, 1945–present

Learning about World History

- Prehistory to 2000 BC
- Early pastoral civilization, non-western empires, and tropical civilizations
- Classical civilizations, including China, India, Egypt, Greece, and Rome, 1000 BC–500 AD
- Multiple religions (Judaism, Christianity, Islam, Buddhism, Hinduism) and civilizations to 1100
- Expansion and centralization of power, including the decline of feudalism, 1000–1500
- The early modern world, 1450–1800
- Global unrest, change, and revolution, 1750–1850
- Global encounters, industrialization, urbanization, and imperialism, 1850–1914
- Wars, revolutions, and ideologies, 1900–1945
- Post-industrialism, global interdependence, and fragmentation in the contemporary world, 1945–present

FIGURE 5.1 **History**

The study of history may be organized in many different ways. B.8.12 in the History Performance Standards implies that teachers as well as students should be able to describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues. Figure 5.1 is adapted from the National Standards for History that were developed by the National Center for History in the Schools in 1996.

TABLE 5.1 **History Skills in *Wisconsin's Model Academic Standards for Social Studies***

Social Studies Content Areas	**K–4** **Family** **Neighborhood** **Community** **State** **Region**	**5–8** **World Cultures** **Global Studies** **U.S. History** **World History** **Intro. to Social Sciences**	**9–12** **U.S. History** **Political Science and Citizenship** **Geography** **World History** **Economics** **Sociology** **Psychology** **Advanced Studies**
	Skills	**Skills**	**Skills**
History	**K–4**	**5–8**	**9–12**
Chronological thinking	——	——	→
Historical comprehension	——	——	→
Historical analysis and interpretation	——	——	→
Research capabilities	——	——	→
Historical analysis and decision making	——	——	→

Table 5.1 illustrates history skills. The concepts of history are not identified the same way as in other disciplines in this guide because history includes many concepts that are identified in the other social studies disciplines.

Examples:

- Geography—migration, interactions
- Political Science and Citizenship—power, monarchy, government
- Economics—industrialization, technology, depression
- Behavioral Sciences:
  Anthropology—culture, change, interdependence
  Psychology—conflict, cooperation
  Sociology—institutions, discrimination

The model used in chapters 4–8 is preceded by a one-page explanation of a model and followed by the model designed for the discipline. The models were developed to show how standards can relate or lead assessment and instruction. Please note the sequence of each model. In changing from "what is taught" to "what is learned" the "evidence to show achievement of the standard" is the critical element. It provides the target for the instruction and assessment. Linked together assessment and instruction should enable every student to achieve the evidence.

References

Hickey, M. Gail. 1999. *Bringing History Home: Local and Family History Projects for Grades K–6*. Boston: Allyn & Bacon.

National Center for History in the Schools. 1996. *National Standards for History*. Los Angeles: National Center for History in the Schools.

Explanation of the Following Instructional Plan Model

Models form the core of this guide and are designed to help educators implement standards-led instruction.

Performance standard(s) Identify the standards that this teaching and learning plan will address.

Evidence to show achievement of standard(s): Identify the measurable and observable indications that students understand the concepts and processes required to meet the standards. This component is especially important to keeping the focus on student learning. Evidence suggested may be adapted to a particular classroom or instructional unit.

Concepts and key ideas: Select the social studies concepts, principles, issues, and generalizations that will be important for students to understand to meet the standard(s).

Assessment methods: Choose the assessment methods(s) and the assessment criteria that will be shared with students and that will be used to determine whether students have met the standard(s) and at what level of proficiency.

Instructional content: Identify the instructional content to be included in this instructional lesson to help students meet the standard(s).

Instructional strategies: Select the instructional strategies to be used in this plan to help students meet the standard(s).

Instructional criteria/rubric: Sharing criteria with students helps them know what is important and what is expected of them. The Wisconsin Student Assessment System has developed four levels of proficiency: advanced, proficient, basic, and minimal. One example of how to use them is located in the model.

History Model

Unit Title: The Life and Death of a Roman City

Grade Level(s): *Middle*

Identify *Wisconsin's Model Academic Standards for Social Studies* that this teaching and learning lesson will address.

PERFORMANCE STANDARDS:

A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals.

B.8.1 Interpret the past using such sources as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of the sources used.

Identify the measurable and observable indications that students understand the knowledge or processes required to meet the standards.

EVIDENCE TO SHOW ACHIEVEMENT OF STANDARD(S):

EVIDENT WHEN STUDENTS:

- Can develop and support generalizations (conclusions) to explain how cultures build structures that reflect their values and beliefs
- Explain how we can interpret the past using such primary sources as diaries, journals, and eyewitness accounts as well as such secondary sources as biographies
- Analyze primary source documents to construct an understanding of past events
- Evaluate the credibility of the sources

Select the social studies concepts and key ideas that will be important to understand to meet the standards.

CONCEPT/KEY IDEAS:

Culture values

GENERALIZATIONS:

Identify the instructional content to be included in this lesson to help students meet the standards.

INSTRUCTIONAL CONTENT:
In this lesson, students will learn about the buried Roman city of Pompeii by reading and discussing an eyewitness account of the explosion of Vesuvius (Pliny the Younger), a geological account of the explosion, and an archaeological view of the uncovering of Pompeii. Using these resources and other resources found in a WebQuest, students reconstruct the life and death of the ancient Roman city.

Choose the assessment methods and the assessment criteria (which will be communicated to students) that will be used to determine whether students have met the standards.

ASSESSMENT TASK:
Using the resources from the lesson, students will write an imaginative essay about the Pompeii dig. The following scenario is set up for students: You are a student archaeologist studying a dig at Pompeii. Your job is to create educational materials to interest investors in new excavations. Students can prepare a talk, a brochure, or an advertisement for investors. It must include what happened at Pompeii, the destruction and preservation, and what life was like in the city including what the people seem to value and believe. They also must anticipate questions that they will be asked and write out their responses. Students are presented with a rubric for the actual writing assignment. In addition to using the response group information sheets, students may use station sheets and classroom resources.

EXAMPLES OF CRITERIA TO BE SHARED WITH STUDENTS

Content knowledge
    Accurate
Creativity and persuasiveness
    Well developed, reasonable
Writing process
    Analysis reasons fully developed with specific detail
    Well organized
    Mechanics of English are correct

Instructional Activities/History

1. The students begin class with a discrepant event inquiry. In this activity, the teacher tells students a puzzling story that they must try to figure out. The story deals with a small girl and her father walking through a town. They make note of the different sites and listen to people talking. Eventually the girl is told that no one lives in this town. Individually, and with occasional group interaction, students try to discover how it is possible no one lives in this apparently bustling city. They ask the teacher "yes" and "no" questions for guidance.

   The answer is that the town is actually the ruins of the ancient Roman city Pompeii.

2. Following the discussion of the inquiry, students are shown a short video clip on the Roman city of Pompeii. The clip is taken from the Time-Life video "Rome: The Ultimate Empire." In the segment, which lasts less than five minutes, there is a moving reenactment of one family's last minutes as Vesuvius explodes. The segment concludes with a picture of workers cleaning a tile floor while the narrator states that archaeologists are uncovering a surprising mosaic of life in ancient Pompeii. The video is turned off and the teacher elicits prior knowledge as well as questions from students with the first part of a KWL (What I Think I Know, and What I Want to Know).

3. During this section students will examine evidence from several disciplines to learn about life in this ancient city. The evidence will include both primary and secondary sources. Following a brief discussion of primary and secondary sources, students divide into groups of three. Each group is given a folder containing three information sheets: a geologic explanation of the explosion, an eyewitness report of the explosion, and a discussion of archaeological finds. After previewing the three, students focus on the geologic view. They are shown a slide of a volcanic explosion and discuss some prior knowledge on volcanoes. They then read the information sheet and discuss some open-ended questions. They also record information in their notebooks. This process continues through the other two information sheets. Before reading the eyewitness account of Pliny the Younger, students view and discuss a slide showing an artist's rendering of Pompeians fleeing from Vesuvius. For the archaeological view, students will view a photo of one of the plaster cast bodies and watch a portion of the previously mentioned video that shows a number of the bodies as the narration discusses them. When students have read and discussed all three information sheets, whole-group discussion ensues.

Instructional Strategy
Inquiry

Instructional Strategies
Media Hook and KWL

Instructional Strategy
Cooperative Discussion Group

Begin

1. **Evidence of Understanding:**
   - Identify possible answers to the inquiry

2. **Evidence of Understanding:**
   - Elicit and discuss prior knowledge.
   - List and generate questions students wish to answer in this lesson

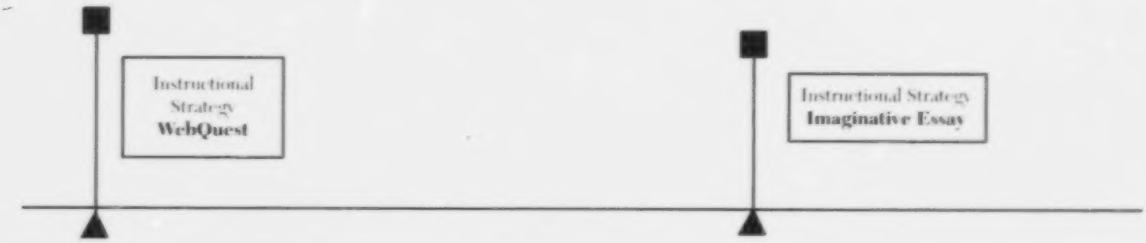
3. **Evidence of Understanding:**
   - Apply the skill of observation and inference to the photocopies of the information sheets.
   - Identify and explain the primary and secondary sources.
   - Participate effectively as a team.
   - Interpret, synthesize, and summarize findings.

Multiple Assessment Opportunities

4 The next phase of "The Life and Death of a Roman City" makes use of the WebQuest strategy. **14** For this activity, students stay in their groups of three. The groups get a list of Web sites on ancient Pompeii. The Web sites show and explain the city plan, architecture, home life, baths and recreation, temples and religion, shops and the forum, water system, clothing, entertainment, government, and defenses as well as the archaeological work currently being carried out.

Each student will select one topic such as daily life, the city plan, archaeological finds, or the like. Their assignment will be to take structured notes and report to their group. The group results will be used on the performance task.

5 The following scenario is set up for students: You are a student archaeologist studying a dig at Pompeii. Your job is to created educational materials to interest investors in new excavations. Students can prepare a talk, a brochure, or an advertisement for investors. It must included what happened at Pompeii, the destruction and preservation, and what life was like in the city. They also must anticipate questions that they will be asked and write out their responses. Students are presented with a rubric for the actual writing assignment. In addition to using the response group information sheets, students may use station sheets and classroom resources.



4. Evidence of Understanding:
- Participate cooperatively on a team.
- Analyze pictures and written descriptions of artifacts.
- Summarize accurately the results of viewing, reading about, and discussing primary and secondary sources.

5. Evidence of Understanding:
- Synthesize information during this lesson.
- Utilize information and analysis of primary source documents to create a well-reasoned paper.

Multiple Assessment Opportunities

Connected History and Economics Model

Unit Title: United States History or Economics

Grade Level(s): *High School*

Identify *Wisconsin's Model Academic Standards for Social Studies* that this teaching and learning unit plan will address.

PERFORMANCE STANDARDS:

History: B.12.3 Recall, select, and analyze significant historical periods and the relationships among them.

Economics: D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world.

EVIDENCE TO SHOW ACHIEVEMENT OF STANDARD(S):

Evident when students can develop and support generalizations (conclusions) that:

- Explain reasons for recession that started in 1929.
- Explain how the multiplier effect can stimulate or depress the economy.
- Give reasons for the Great Depression in the United States in the 1930s, including:
    - The bank closings that occurred from 1930 to 1933 and their effect on the supply of money
    - Failure of the Federal Reserve to be a lender of last resort
    - The large income tax increase between 1930 and 1933 that resulted from the policy of balancing the budget
- Compare the role of the Federal Reserve in the Great Depression with its role in today's economy.
- Explain the relationship between decreases in consumer spending and unemployment.
- Explain the relationship between reduced consumption and the supply of durable goods (houses, cars, appliances).

CONCEPTS/KEY IDEAS:

Demand, supply, Depression, recession, unemployment

GENERALIZATIONS:

ASSESSMENT TASKS:

- As an economic advisor to President Hoover who can foresee the future or as a Monday morning quarterback, write a detailed memo making recommendations on monetary and fiscal policies, or
- Write a letter or make a presentation to your Congressional representative from the perspective of a local banker, businessperson, retail appliance dealer, or worker during the Great Depression, or
- Teacher prepared test.

CRITERIA TO BE SHARED WITH STUDENTS:

Content knowledge:

1. Identifies the reasons related to the multiplier effect and federal fiscal polices for the recession and Great Depression.
2. Explanations and information are accurate and complete.

Written or oral presentation:

1. The memo, letter, or presentation has a clear beginning, body, and closure and is persuasive.
2. The position is clearly stated and supported by X number of supporting details.
3. Analysis of issues is complete and accurate.
4. Body language is used effectively in the presentation.
5. Grammar and punctuation are appropriate to the grade level.
6. Visual aids are related, clearly labeled, and accurate.

LEVELS OF PROFICIENCY TO BE SHARED WITH THE STUDENTS

Preferably the students could be given samples of advanced, proficient, basic, and minimal work from previous exercises and assignments that would help them to understand the quality of work expected.

Additional examples of these proficiency levels can be found in the geography model on pp. 45–48.

INSTRUCTIONAL SOURCES

- Various history and economic textbooks
- Web sites
- Schug, Mark C., Jean Caldwell, Donald R. Wentworth, Beth Kraig, and Robert J. Highsmith. 1998. *United States History: Eyes on the Economy*, vol. 2 (New York: National Council on Economic Education), 141–55. (This resource has complete lesson activities and overheads and eight other units related to U.S. history.)

INSTRUCTIONAL STRATEGIES:

This introductory activity is aimed at helping students learn about the multiplier effect. An example of the multiplier effect is when one person's spending becomes income to another person who can then spend more and add to the income of others.

Instructional Activities/Connected History and Economics

1. Introduce a game to explore the relationship between the money in circulation and demand for goods and services, and the impact of demand on employment. Give each student in the class $1,000 in play money. Then hold an auction for consumer items, with bids starting at $250 for cars, $500 for homes, $100 for land, and $50, $25, and $5 for various other consumer goods. For all rounds, chart the amounts of bids and types of items purchased and display the amount of money in circulation. In round two, each student receives $500 to bid on the same items. In round three, each student receives $250 to bid on the same items. Then ask the student to analyze the three charts (sets of data) to answer the following questions:

   - What happened to the price of items being auctioned between the first and third auctions?
   - What happened to the amount of money in the classroom between the first and third rounds?
   - What is the relationship of the amount of money in circulation and the demand for certain types of goods?
   - What do you think would happen to people employed in the various industries producing the goods you bid on by the end of round three?

2. Next, have the students read and research in textbooks and other sources the causes of the recession and the Great Depression.

QUESTIONS TO FIND ANSWERS TO:

What happened to the demand for goods and services and for employment as the recession worsened?

What was happening to banks and to people's money?

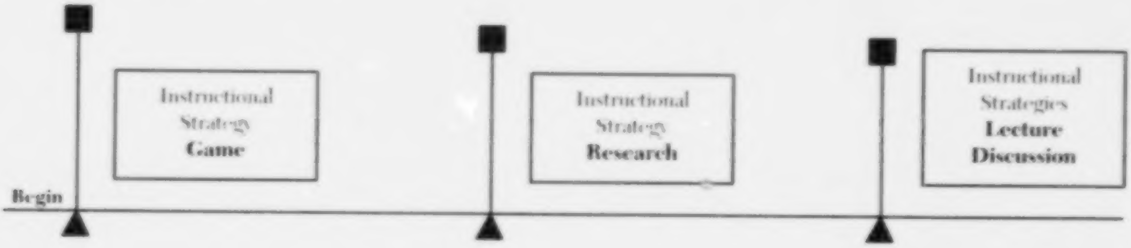
What policies did the federal government develop to deal with the economic crisis?

Should the federal government have followed these policies?

What other alternatives existed?

To what extent is it likely that the same policies would be used today?

3. In a class lecture and discussion, analyze U.S. monetary policies of the 1930s and of today.



1. **Evidence of Understanding:**
   - Explain how the multiplier effect can stimulate or depress an economy
   - Explain the relationship between decreases in consumer spending and unemployment
   - Explain the relationship between reduced consumption and the supply of durable goods

2. **Evidence of Understanding:**
   - Explain reasons for the recession that started in 1929
   - Give the reasons for the Great Depression in the United States

3. **Evidence of Understanding:**
   - Compare the role of the Federal Reserve during the Great Depression to its role in today's economy

Multiple Assessment Opportunities

Additional References

See Resources in Appendix.

Political Science and Citizenship: Power, Authority, Governance, and Responsibility

6

I hold no other class of people in our community in quite the regard that I hold the American teacher who is molding the American nation of tomorrow.

Theodore Roosevelt

Political science is the study of the ways societies have organized their political systems and how societies allocate their power, resources, and values through their systems of government to maintain the social order. The authority of government is reflected in rules; these rules when written are called laws and when unwritten are often called mores or traditions.

When students study political science they also study the structure of their local, state, tribal, and national governments (how people get power, what their duties are, and how these duties are carried out); their duties and roles in fulfilling their citizenship responsibilities as guardians of our democracy to ensure that the cultural heritage is transmitted to the next generation; and the functioning of international organizations. They study the political behaviors of people in various settings such as in families (households), communities, businesses, nations, and elsewhere. They also study political institutions established by the people to formulate public policy and administer public services. Specializations within the discipline include public administration, international relations, political theory, policy making, and political behavior.

As citizens, students must come to understand and appreciate their rights and responsibilities and their abilities to function creatively within the parameters of the political and legal systems to bring about needed changes. In a recent survey conducted by the National Association of Secretaries of State (NASS) (1999), the findings indicated that young people lack an interest and trust in government and lack knowledge about U.S. politics, politicians, and public life. The data also suggest that young people appreciate government, acknowledge the importance of voting, and recognize the need for a greater involvement in the political process.

What is particularly troublesome is that young people report a lack of information and skill deficits about politics and the voting process. In the NASS study 55 percent of the young people agreed with the statement that schools are not very effective in providing young people with the information they need to vote by noting that their high school courses failed to teach them how to register or how to vote.

In a democracy such as ours the task of those who hold the all-important "office of citizen" demands active participation (public involvement) in civic affairs that extends beyond voting in elections. For example, civic action may involve such activities as writing a letter to the editor of the local newspaper or a

In a democracy such as ours the task of those who hold the all-important "office of citizen" demands active participation (public involvement) in civic affairs that extends beyond voting in elections.

government official; participating in a city council or county board meeting on an important local issue, such as rezoning a certain property for a public park; engaging in civic work, such as circulating petitions or distributing pamphlets for a political candidate or public issues; and so forth. What is key to holding the "office of citizen" is that persons make responsible and informed personal decisions based on information about the issue or candidate. Not only is there a duty or obligation to serve others, but there should also be joy in doing so.

Concepts and Key Ideas in Political Science and Citizenship

Most political scientists study important ideas such as civic literacy, authority, political power and legitimacy, government, community, citizenship, rights and responsibilities, constitution, rules, political systems and institutions, republic, federalism, government (local, state, and national) structure, popular sovereignty, liberty, patriotism, civic action, citizenship, democracy, common good, fundamental rights, justice, due process, majority rule, protection for minority rights, laws, federalism, separation of powers, political parties, politics, public opinion, public policy, freedom, equity, equality, truth, patriotism, ethics, moral value systems, social conduct, law, property, privacy, fairness, respect, voting, cooperation, political parties, pressure groups, and (global) interdependence. Political scientists would most likely agree that the ideas that have been identified are among the most valuable for learning about the concepts of power, authority, governance, and responsibility and are key links to becoming an informed and effective citizen in our democracy (adapted from Center for Civic Education 1994).

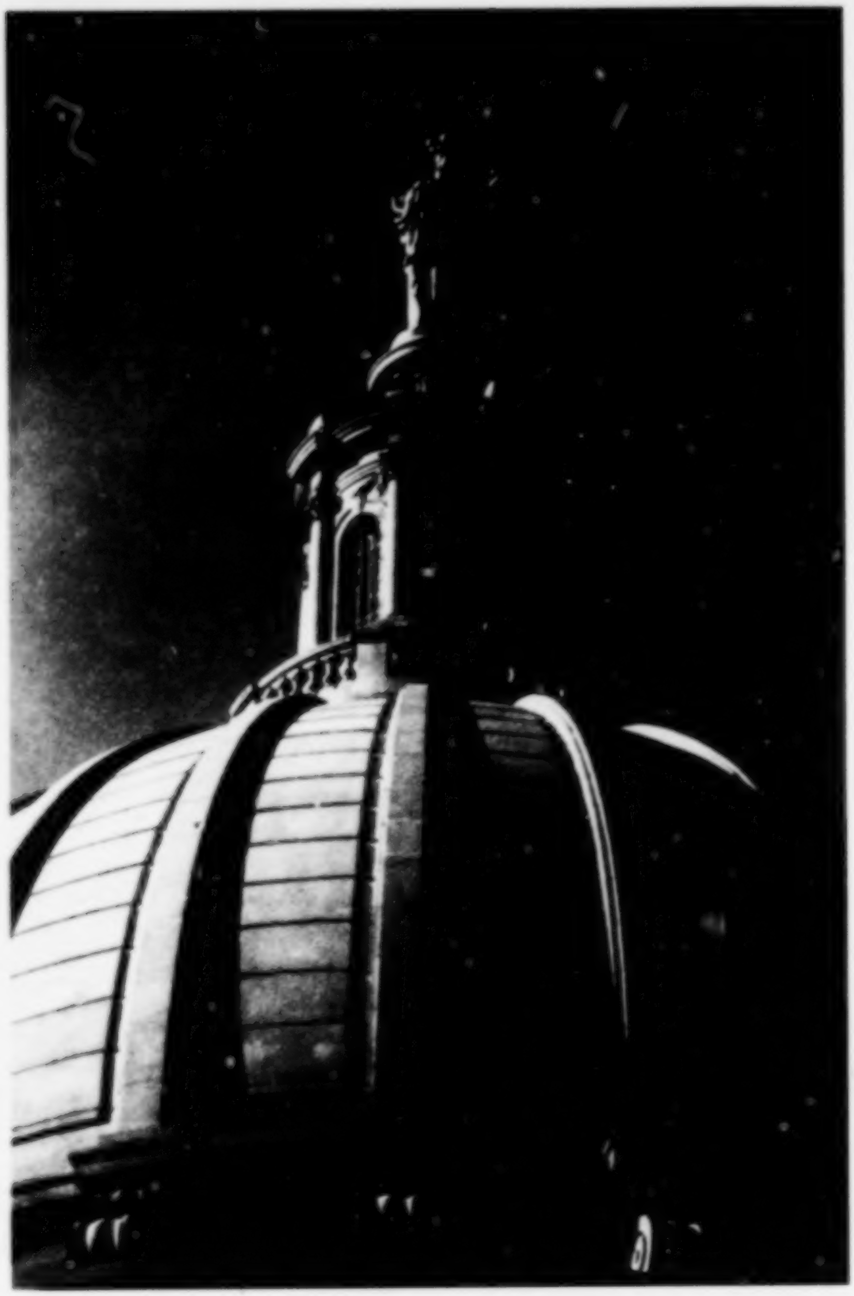
Political scientists are interested in ways individuals think, organize, and behave politically. They examine questions such as the following:

- "What are good structures for government?"
- "How is power obtained?"
- "How do policies develop and evolve?"
- "How do people attempt to influence government?"
- "What is a 'good citizen'?"

The study of political science helps individuals to become aware of their opportunities (rights) and obligations (responsibilities) as citizens.

The study of political science helps individuals to become aware of their opportunities (rights) and obligations (responsibilities) as citizens.

Within the study of political science and citizenship, law-related education involves teaching young learners about the laws and legal system, how legal and justice systems function, and the need for them to be compatible. The quality of our daily lives is influenced by politics and political processes, and it is important that young people understand these linkages. Because the development of citizenship responsibilities and competencies are major goals of social studies education, studying political science, civics, law, or a combination of these provides important substantive content (not superficial coverage) to help young learners develop citizenship skills, including those for democratic citizenship education. Such content is likely to be communicated to students in both formal and informal instruction and in both the cognitive and affective



The Wisconsin State Capitol dome is topped by Daniel Chester French's gilded bronze statute, "Wisconsin." The dome is the only granite dome in the United States and is the largest by volume. The capitol is located in Madison.

domains to provide a basic understanding of governments, politics, and civic life. Such instruction provides a basis for understanding the rights and responsibilities of citizenship, respect for minority rights and majority rule, a recognition of the dignity of human beings, and a concern for the environment.

Sample Learning Activities

At the elementary level, basic political concepts of fair play and fair treatment, respect for authority, accepting responsibility, privacy, rules, and laws are integral to many stories included in primary-grade social studies instruction. While reading a particular story, students may study the characters in the book and role-play various scenarios that depict different potential endings related to the activities the character is experiencing, such as helping with clearing a nearby public playground or park. In elementary and middle schools, political science is often the study of government (or civics) with a major focus on the form and structure of government at the local, state, tribal, and national levels. Also included for study in the upper grades and middle school social studies is the historical development of the U.S. government from colonization to confederacy to republic.

A wise person makes his [her] own decisions. A weak one obeys public opinion.

Chinese proverb

In U.S. history courses at the middle and high school levels, students study the colonial and revolutionary periods, which address major controversies of freedom of religion, freedom of the press, a right to assemble, and freedom from unreasonable searches and seizures, all of which are integral in the U.S. Constitution. Mock trials or model legislatures allow students to examine, participate, and simulate governmental bodies in action. Such activities can promote imagination, ingenuity, creativity, and critical thinking skills while allowing students to resolve a particular problem similar to one found in a real world setting. At the high school level, students often learn about the United States in the global political arena in international organizations such as the United Nations and the World Health Organization or in regional political and economic organizations such as North Atlantic Treaty Organization (NATO) and North American Free Trade Agreement (NAFTA). Students may also participate in classroom, state, or national Model United Nations activities, where they develop an understanding of the complexities of resolving international issues. As far as possible, student experiences in families, on the playground or school cafeteria, and in the classroom should be linked to using decision-making processes and skills.

Teaching political science lends itself to the use of several types of learning activities that could include the use of role-playing, interviews; case studies; resolving conflicts; debates or panel discussions; mock trials; story lines; and community resources such as a field trip (well planned) to a village, city, township, or county building to interview government officials or to observe government in action. For example, students could be asked to design a new "model community," including the structure and functioning of government, the creation and establishment of rules (laws) and local codes (housing and zoning), budget needs and taxes, and ordinances (times for not parking on the street), and so forth for the model community. As appropriate, students could also be involved in community activities such as serving on boards or task forces or being a liaison representative between the school and local youth or other organizations. Assisting in the election of community officials could also be a part of the instructional unit.

Most middle and high schools, and some elementary schools, have a student government structure whereby students gain practical experience in making decisions affecting their well-being as members of the school community. Participating in student government activities gives students opportunities to learn and practice citizenship skills, gain respect for diversity and human dignity, and value the democratic process. Student government activities offer forums for advocating new ideas, provide a platform for the orderly expression of conflicting viewpoints, and offer procedures for resolving conflicts. Participation in student government often encourages students to be active in student organizations in college or to seek leadership positions in the local community.

Some schools now require community service learning as a graduation requirement. Most service learning experiences seek to improve student learning and skill development through active involvement in structured and needed community projects. Quality service learning opportunities often enable young people to identify and investigate community issues and needs, develop strategies, and make recommendations to appropriate governmental bodies as they seek to solve community problems. The key to service learning is that the students undertake real needs of the community and that service learning is an integral part of the school curriculum with opportunities for thoughtful reflection and debriefing of these experiences. Quality service learning activities are often integral to the development of democratic citizenship skills and values.

C. POLITICAL SCIENCE AND CITIZENSHIP: Power, Authority, Governance, and Responsibility

Content Standard

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of governance, authority, and power.

The ignorance of one voter in a democracy impairs the security of all.

John F. Kennedy
1963 speech at Vanderbilt University

Rationale

Knowing about the historical development of structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Becoming knowledgeable about how local, state, and national governments and international organizations function enables young citizens to be more effective problem solvers when addressing public issues. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, civics, and current events.

Performance Standards

BY THE END OF GRADE 4 STUDENTS WILL

C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity.

C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed.

C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation.

C.4.4 Explain the basic purpose of government in American society, recognizing the three levels of government.

C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings can contribute to the well-being of the community.

BY THE END OF GRADE 8 STUDENTS WILL

C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, and majority rule with protection for minority rights.

C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system.

C.8.3 Explain how laws are developed; how the purposes of government are established; and how the powers of government are acquired, maintained, and justified, and sometimes abused.

C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States and how legislative, executive, and judicial powers are balanced at the federal level.

C.8.5 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights.

C.8.6 Explain the role of political parties and interest groups in American politics.

BY THE END OF GRADE 12 STUDENTS WILL

C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens.

C.12.2 Describe how different political systems define and protect individual human rights.

C.12.3 Trace how interpretations of liberty, equality, justice, and power, as identified in the U.S. Constitution, the Bill of Rights, and other U.S. Constitutional amendments, have changed and evolved over time.

C.12.4 Explain the multiple purposes of democratic government; analyze historical and contemporary examples of the tensions between those purposes; and illustrate how governmental powers can be acquired, used, abused, or legitimized.

C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion.

C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers.

C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision making and voting behavior.

C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position.

BY THE END OF GRADE 4 STUDENTS WILL

C.4.6 Locate, organize, and use relevant information to understand an issue of public concern while taking into account the viewpoints and interests of different groups and individuals.

BY THE END OF GRADE 8 STUDENTS WILL

C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate.

C.8.8 Identify ways in which advocates participate in public policy debates.

C.8.9 Describe the role of international organizations such as military alliances and trade associations.

BY THE END OF GRADE 12 STUDENTS WILL

C.12.9 Identify and evaluate the means through which advocates influence public policy.

C.12.10 Identify ways people may participate effectively in community affairs and the political process.

C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy.

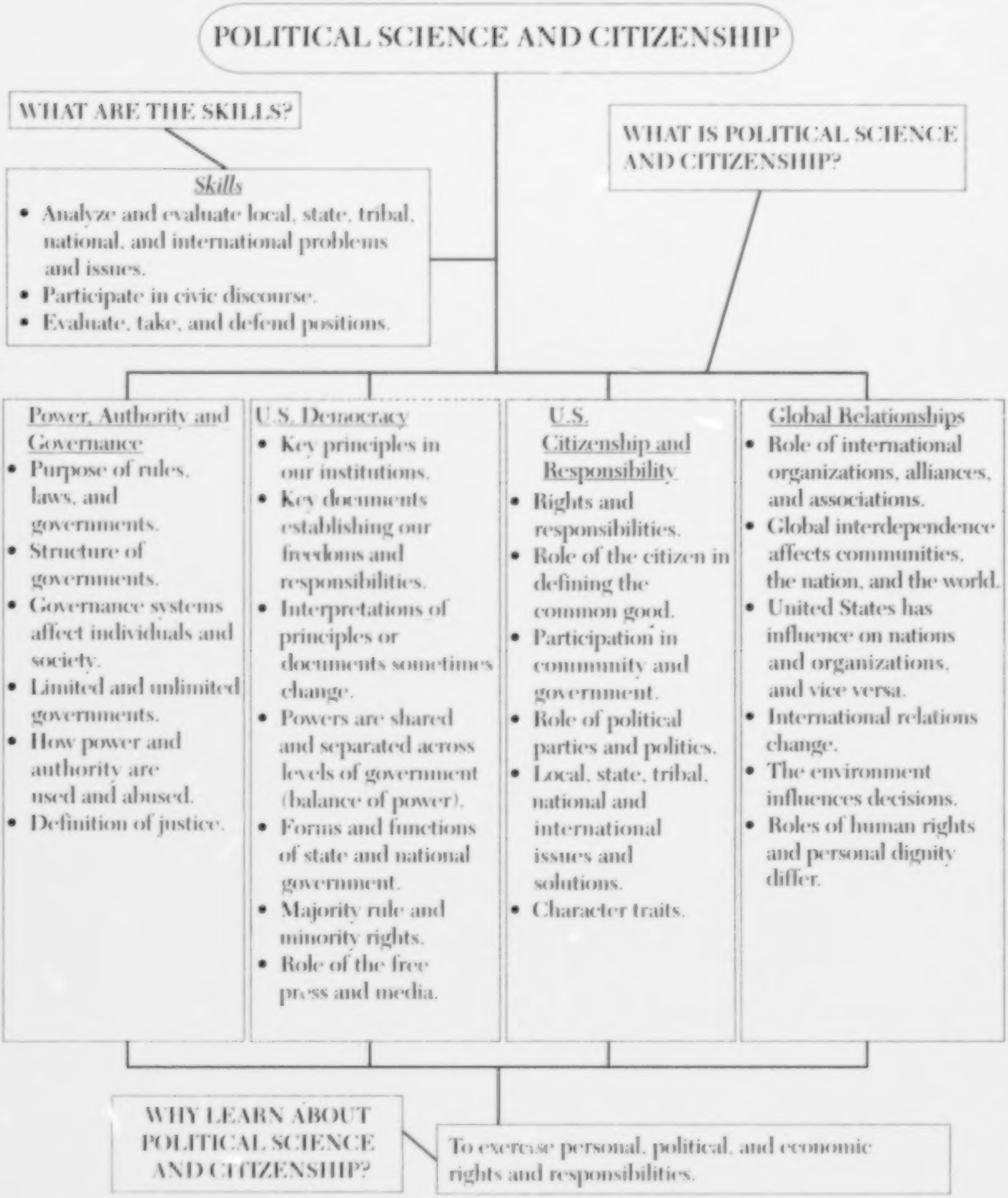
C.12.12 Explain the relationship of the United States to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement.

C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked out in practice.

C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support to achieve their goals.

C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution including the Holocaust.

C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women.



POLITICAL SCIENCE AND CITIZENSHIP

WHAT ARE THE SKILLS?

Skills

- Analyze and evaluate local, state, tribal, national, and international problems and issues.
- Participate in civic discourse.
- Evaluate, take, and defend positions.

WHAT IS POLITICAL SCIENCE AND CITIZENSHIP?

Power, Authority and Governance

- Purpose of rules, laws, and governments.
- Structure of governments.
- Governance systems affect individuals and society.
- Limited and unlimited governments.
- How power and authority are used and abused.
- Definition of justice.

U.S. Democracy

- Key principles in our institutions.
- Key documents establishing our freedoms and responsibilities.
- Interpretations of principles or documents sometimes change.
- Powers are shared and separated across levels of government (balance of power).
- Forms and functions of state and national government.
- Majority rule and minority rights.
- Role of the free press and media.

U.S. Citizenship and Responsibility

- Rights and responsibilities.
- Role of the citizen in defining the common good.
- Participation in community and government.
- Role of political parties and politics.
- Local, state, tribal, national and international issues and solutions.
- Character traits.

Global Relationships

- Role of international organizations, alliances, and associations.
- Global interdependence affects communities, the nation, and the world.
- United States has influence on nations and organizations, and vice versa.
- International relations change.
- The environment influences decisions.
- Roles of human rights and personal dignity differ.

WHY LEARN ABOUT POLITICAL SCIENCE AND CITIZENSHIP?

To exercise personal, political, and economic rights and responsibilities.

FIGURE 6.1 **Political Science and Citizenship**

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TABLE 6.1 **Political Science and Citizenship Concepts and Key Ideas in *Wisconsin's Model Academic Standards for Social Studies***

Social Studies Content Areas	**K–4** **Family** **Neighborhood** **Community** **State** **Region**	**5–8** **World Cultures** **Global Studies** **U.S. History** **World History** **Intro. to Social Sciences**	**9–12** **U.S. History** **Political Science and Citizenship** **Geography** **World History** **Economics** **Sociology** **Psychology** **Advanced Studies**
	Concepts/Key Ideas	**Concepts/Key Ideas**	**Concepts/Key Ideas**
Political Science and Citizenship	**K–4**	**5–8**	**9–12**
	Rules	→	→
	Laws	→	→
	Government	→	→
	Diversity	→	→
	U.S.Constitution	→	→
	Citizen rights	→	→
	Citizen responsibilities	→	→
	Community	→	→
	Civility	→	→
	Cooperation	→	→
		Power	→
		Justice	→
		Democracy	→
		Common good	→
		Equality	→
		Federal system	→
		Legislative	→
		Executive	→
		Judicial	→
		Political parties	→
		Minority rights	→
		Majority rule	→
		Equal opportunity	→
		Equal protection	→
		Bill of Rights	→
		Interest groups	→
		Military alliances	→
		Trade associations	→
		Advocacy	→
		Debate	→
		Public issue	→
			Liberty →
			Federalism →
			Separation of powers →

(continues)

TABLE 6.1 **Continued**

Social Studies Content Areas	**K–4** **Family** **Neighborhood** **Community** **State** **Region**	**5–8** **World Cultures** **Global Studies** **U.S. History** **World History** **Intro. to Social Sciences**	**9–12** **U.S. History** **Political Science and Citizenship** **Geography** **World History** **Economics** **Sociology** **Psychology** **Advanced Studies**
	Concepts/Key Ideas	**Concepts/Key Ideas**	**Concepts/Key Ideas**
Political Science and Citizenship	**K–4**	**5–8**	**9–12**
			Politics →
			Policy →
			Political action →
			Monarchism →
			Fascism →
			Anarchism →
			Socialism →
			Communism →
			Representative democracy →
			Political systems →
			Human rights →
			Liberty →
			Federalism →
			Separation of powers →
			Public policy →
			Discrimination →
			Genocide →
			Holocaust →
			Persecution →
			Slavery →

These are some of the most important concepts and key ideas identified in *Wisconsin's Model Academic Standards for Social Studies*.

The model used in chapters 4–8 is preceded by a one-page explanation of a model and followed by the model designed for the discipline. The models were developed to show how standards can relate or lead assessment and instruction. Please note the sequence of each model. In changing from "what is taught" to "what is learned" the "evidence to show achievement of the standard" is the critical element. It provides the target for the instruction and assessment. Linked together assessment and instruction should enable every student to achieve the evidence.

Explanation of the Following Instructional Plan Model

Models form the core of this guide and are designed to help educators implement standards-led instruction.

Performance standard(s) Identify the standards that this teaching and learning plan will address.

Evidence to show achievement of standard(s): Identify the measurable and observable indications that students understand the concepts and processes required to meet the standards. This component is especially important to keeping the focus on the student learning. Evidence suggested may be adapted to a particular classroom or instructional unit.

Concepts, key ideas, and generalizations: Select the social studies concepts, principles, issues, and generalizations that will be important for students to understand to meet the standard(s).

Assessment methods: Choose the assessment methods(s) and the assessment criteria that will be shared with students and that will be used to determine whether students have met the standard(s) and at what level of proficiency.

Instructional content: Identify the instructional content to be included in this instructional lesson to help students meet the standard(s).

Instructional strategies: Select the instructional strategies to be used in this plan to help students meet the standard(s).

Instructional criteria and rubric: Sharing criteria with students helps them know what is important and what is expected of them. The Wisconsin Student Assessment System has developed four levels of proficiency: advanced, proficient, basic, and minimal. One example of how to use them is located in the model.

Political Science and Citizenship Model

Unit Title: Sovereignty

Grade Level(s): *High School*

Identify *Wisconsin's Model Academic Standards for Social Studies* that this teaching and learning unit plan will address.

PERFORMANCE STANDARDS

C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens.

B.12.12 Analyze the … tribal sovereignty and current status of Native American Indian tribes and bands in Wisconsin.

Related Standards: C.12.4, C.12.12

Identify the measurable and observable indications that students understand the knowledge or processes required to meet these standards.

EVIDENCE:

EVIDENT WHEN STUDENTS:

- Explain how governments historically have claimed their authority
- Use the history of the relationship between nations to explain present-day governing structures
- Relate current or ongoing disputes about sovereignty in other parts of the world
- Analyze legal documents such as treaties that specify relationships between nations
- Identify federal acts that affect Indian nations
- Describe how court decisions have affected tribal and national sovereignty
- Explain the inherent powers of tribe in relation to the rights and responsibilities of having citizenship in a tribal nation and in the United States
- Identify some rights and responsibilities specific to a particular tribe

Select the social studies concepts and key ideas that will be important for students to understand to meet the standard(s).

CONCEPTS AND KEY IDEAS:

Power, authority, governance, sovereignty

GENERALIZATIONS:

Choose the assessment method(s) and the assessment criteria (which will be shared with the students) that will be used to determine whether students have met the standard(s).

ASSESSMENT TASK:
The evidence of learning may be assessed in various ways depending on the instructional strategies and the depth of understanding about the Native American Indian tribes and bands in Wisconsin. Several examples:

1. Essay Suggestions
   - Define sovereignty and give specific examples of it in other nations of the world.
   - Define tribal sovereignty and explain how a sovereign nation such as a Native American tribe functions within a sovereign nation such as the United States.
   - Identify a recent situation in the world in which sovereignty was an issue and compare it to the situation of the Native American Indian tribes and bands in Wisconsin.
2. Performance Tasks

   (Wisconsin state law requires the study of the history, culture, tribal sovereignty, and current status of the Native American Indian tribes and bands in Wisconsin two times during grades K–8 and one time in high school. This is a very complex subject, not explained in textbooks.)

   You (or your team) are to design a 15-minute presentation to be given to an upper elementary class or elementary teachers in your school district that includes the information you have learned about this subject, in particular, tribal sovereignty.

   Assume that the students or teachers do not have prior knowledge about Indian tribes or government structure. Creating a presentation around a local or known tribe will help the audience make connections in their minds. Allow time for questions from the students or teachers.

   The presentation should include visual, oral, and written material as appropriate for the age level.

   Your presentation should include:
   - An explanation of the political meaning of nation and sovereignty
   - Any chronological history necessary to understand the relationship between the tribe and the federal government
   - The relationship between treaties made with the United States and their effect on sovereignty
   - Identification of one or more federal acts that have affected tribal sovereignty
   - Description and examples of the powers that Indian governments have today
   - The present relationship between Indian tribes, the state of Wisconsin, and the U.S. government, including the meaning of dual citizenship
   - Location and information about the specific tribe you are using as an example

(continues)

Your choice of material must help to clarify this subject to an audience that has not had the background and study that you have had. Your presentation should give them a good definition of sovereignty and the relationship between the U.S. federal government and tribal sovereignty. Examples of related recent events in Wisconsin tribes and bands or in other nations of the world will enhance their understanding.

CRITERIA TO BE SHARED WITH STUDENTS

Several possible instructional or assessment tasks have been included with this model. Depending on the task chosen, teacher-developed criteria might include:

CONTENT KNOWLEDGE

Explains how governments obtain authority
Explains the relationship between United States and tribal nations
Gives two examples of current sovereignty disputes in other parts of the world
Identifies two federal acts that affect Indian nations
Explains how two court decisions have affected tribal sovereignty
Explains powers of tribe in relation to the rights and responsibilities of having citizenship in two nations
Identifies two rights and responsibilities specific to a particular tribe
Accuracy
Completeness

WRITING PROCESS

Analysis/reasons fully developed with specific detail
Well organized
Mechanics of English are correct

ORAL AND VISUAL PRESENTATION

Analysis/reasons fully developed with specific detail
Well organized
Appropriate to audience
Aids are clearly labeled and accurate
Connections to audience knowledge are developed

Identify the instruction content to be included in the lesson to help the student meet the standard(s).

INSTRUCTIONAL CONTENT

The content includes a definition of sovereignty that gives examples throughout the world, with special emphasis on the tribal sovereignty of Native American Indian tribes and bands in Wisconsin. Resources include publications from the Wisconsin Department of Public Instruction, textbooks, and contemporary newspapers and magazines.

Instructional Activities

- Teacher presentation of:

Definitions:

Nation—a people who share common customs, origins, history, and often language. A federation or tribe such as one composed of North American Indians.

Government—the system through which a political unit or nation exercises its sovereignty.

Politics—the art of interpreting the will of the people and influencing the actions and functions of government.

- Teacher lecture on background of "sovereignty."
    1. Roman concept of *majestas*
    2. European philosophers—divine right of kings and social contract.
    3. Oneida Nation of Wisconsin—"Our existence as a nation with the power to govern ourselves in regard to political, social, and cultural aspects that meet the needs of our people."
- Using Maslow's hierarchy, let students identify the needs of any group of people. Then identify and list the types of powers inherent to sovereigns.

Examples: To determine form of government; to make and enforce laws; to define conditions for citizenship; to regulate domestic and international trade; to impose and collect taxes; to appropriate monies; to regulate domestic relations of its members; to regulate property use; to establish a monetary system; to make war and peace; to form alliances with other nations through treaties, contracts, or agreements.

- Have students locate sections of the U.S. Constitution that pertain to the rights of Native American Indians (Article VI).
- Survey class to identify what they already know about Native American Indian tribal sovereignty.
- Provide students with maps of Indian lands in Wisconsin in the early 1800s and today (Fundamental 2 on maps of reservations and communities and Fundamental 7 on "Tribal Sovereignty" from *Classroom Activities on Wisconsin Indian Treaties and Tribal Sovereignty*, published by the Wisconsin Department of Public Instruction).
- Have students research Wisconsin Native American Web sites for information.

Ask students to review current events in the last five years and identify disputes, wars, or conflicts throughout the world that are possibly related to sovereignty issues and compare them to the way the United States has developed a political relationship with Indian nations within its boundaries.

Resources available from the Wisconsin Department of Public Instruction include the following:

1. Satz, Ronald N., Jason Tetzlaff, Laura Evert, Mary Burke Fazendin, Angela Firkus, Timothy Panasuk, and Ani Sats. 1996. *Classroom Activities on Wisconsin Indian Treaties and Tribal Sovereignty*.
2. A packet of three pamphlets—*American Indian Tribal Governments*, by Ruth Gudinas and the Madison Metropolitan School District, and *Current Federal Indian Law and Its Precedents* and *Indian-White Relations: Historical Foundations*, developed by the Wisconsin Woodland Indian Dissemination Project, Rhinelander, Wisconsin.
3. Satz, Ronald N., Anthony G. Gulig, and Richard St. Germaine. 1991. *Classroom Activities in Chippewa Treaty Rights*. Published by the Wisconsin Department of Public Instruction.
4. *Classroom Activities in State and Local Government*. 1989. Published by Wisconsin Department of Public Instruction.
5. "Treaty Rights and Tribal Sovereignty" (video). Delta Vision Entertainment, St. Germain, Wisconsin. Produced in cooperation with the Bureau of Indian Affairs.

Instructional
Strategies
Lecture
Notetaking

Instructional
Strategies
Research
Map Reading
Writing

Begin

1. **Evidence of Understanding:**
    - Prior knowledge will vary
    - Paragraph on origin and definition of sovereignty

2. **Evidence of Understanding:**
    - Locate references in the Constitution
    - Ask students to write a definition of the concept of sovereignty and the origin of the concept, drawing on theories by Locke and Rousseau and the idea of the "divine right of kings."
    - Identify Wisconsin's tribes and bands and their locations

Multiple Assessment Opportunities

- People around the world are seeking self-determination and political independence within existing states for a variety of reasons, using both peaceful and violent means.
- The teacher selects or solicits examples from students of historic or current situations in which there are conflicts over sovereignty. Ask students to identify current world events that may involve sovereignty issues. Activity chart:

REGION
Current political status
Reason for demanding sovereignty
Methods used to achieve sovereignty
Likelihood of becoming sovereign

- Provide two or more examples of treaties for students to examine the relationship between nations and describe the main conditions of the relationship.
- Ask students to chart the following:

Powers Retained	Powers Relinquished or Delegated by Treaties

- Using the list of powers inherent to sovereigns developed earlier, develop the idea that nations try to meet the needs of their people and in so doing sometimes give away some of their powers in contracts, alliances, or treaties. Doing so does not mean that they are no longer sovereign nations.

Examples: NATO, European Common Market, NAFTA

- The teacher lectures on how treaty making and federal acts have affected Native American Indian sovereignty rights.
- Examples: Indian Trade and Intercourse Acts, Indian Removal Act of 1830, Major Crimes Act of 1885, appropriation acts, General Allotment Act (Dawes) of 1887, Public Law 280 in 1953.
- The teacher presents *Worcester v. Georgia*, 6 Peters 515 (1832) or *Lac Courte Oreilles et al. v. Wisconsin* (the Voight Decision)—two landmark cases defending treaties (available in the aforementioned publications).

Instructional Strategies
Mapping Concepts
Lecture

3. **Evidence of Understanding:**
   - Analysis of the main conditions of a treaty
   - Evaluation of other nations with problems that may be related to sovereignty

4. **Evidence of Understanding:**
   - Identification of powers given up by a tribal nation or other nation
   - Student recognition of precedents and the use of the political and judicial system to effect change

Multiple Avenues of Opportunities

- Students are asked to contact the education representative of their chosen tribe to identify the ways in which the United States has honored or not honored treaties made with that tribe and to identify the inherent powers of the Indian government in that tribe today.
- With this information they provide written or charted diagram of the powers of the sovereign U.S. nation as compared to the powers of the Indian government.

- Provide Fundamental 21 on tribal government and have students contact the education director of a tribe to determine the tribal government structure.
- Ask students to draw a diagram of the tribe's government structure.

- The teacher lectures on the relationship between the various levels of government in the United States.

Instructional Strategy
Interviews

Instructional Strategy
Diagram

Instructional Strategies
Lecture
Essay

5. **Evidence of Understanding:**
   - Plan and execute an investigation
   - Locate information
   - Accurately interpret data and information
   - Participate individually or cooperatively on a team
   - Summarize accurately the results of research and personal interviews
   - Communicate research results

6. **Evidence of Understanding:**
   - Read and interpret a political document
   - Identify key concepts and issues related to sovereignty
   - Analyze documents to identify effects on Indian tribes

7. **Evidence of Understanding:**
   - Develop a diagram or written explanation of the relationship between federal, state, county, local, and Indian tribal governments

Performance Activity

What is tribal sovereignty, and how does a sovereign nation function within a sovereign nation?

Wisconsin state law requires the study of the history, culture, tribal sovereignty, and current status of the Native American Indian tribes and bands in Wisconsin two times during grades K–8 and one time in high school. This is a very complex subject, not explained in textbooks.

You (or your team) are to design a 15-minute presentation to be given to an upper elementary class or teachers in your school district, a service organization, or other adult group that includes the information you have learned about this subject, in particular, American Indian tribal sovereignty in Wisconsin.

Assume that the audience does not have prior knowledge about Indian tribes or government structure. Creating a presentation around a local or known tribe will help the audience make connections in their minds. Allow time for questions.

The presentation should include visual, oral, and written material as appropriate for the age level.

Your presentation should include:

- Location and information about the specific tribe you are using as an example
- An explanation of the political meaning of nation and sovereignty
- Any chronological history necessary to understand the relationship between the tribe and the federal government
- A visual depicting the relationship between the federal, state, local, and tribal governments
- The relationship between treaties made with the United States and their effect on sovereignty
- Identification of one or more federal acts that have affected tribal sovereignty
- Description and examples of the powers that Indian governments have today
- The present relationship between Indian tribes, the state of Wisconsin, and the U.S. government, including the meaning of dual citizenship.

Your choice of material must help to clarify this subject to an audience that has not had the background and study that you have. Your presentation should give them a good definition of sovereignty and the relationship between the U.S. federal government and the tribal sovereignty. Examples of recent news, such as Chippewa treaty rights for fishing, may enhance their understanding.

Instructional Strategy
Oral/Visual Presentation

8. **Evidence of Understanding:**
   - Plan and present information to an audience with regard to the background and age of the audience
   - Analyze how treaties, acts, and legal precedents have affected tribal sovereignty in general and the specific tribe chosen for the report
   - Examine and analyze the powers of the tribal government
   - Evaluate the difference between the rights and responsibilities of Indians who hold dual citizenship in two nations
   - Analyze the extent to which the United States has honored its internal treaties with Indian nations

Multiple Assessment Opportunities

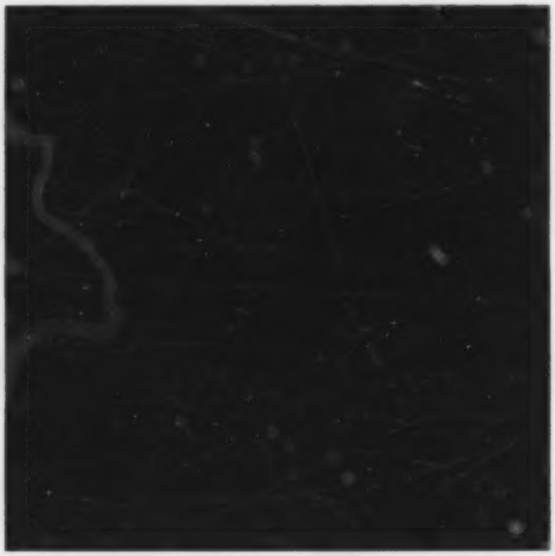
References

Center for Civic Education. 1994. *National Standards for Civics and Government.* Calabasas, CA: Center for Civic Education.

National Association of Secretaries of State. 1999. *New Millennium Project—Phase I: A Nationwide Study of 15–24 Year Old Youth.* Washington, DC: National Association of Secretaries of State.

Economics: Production, Distribution, Exchange, and Consumption

7



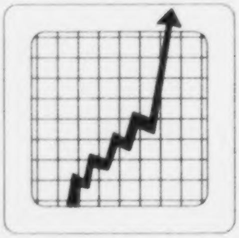
Economics, a social science discipline, is the study of how scarce resources are allocated to satisfy human wants. No society seems to have enough resources to produce all of the goods and services wanted. It is the study of how people, either individually or in groups, obtain what they want.

Scarcity requires that people make choices about the most effective way to utilize resources to satisfy their wants for goods and services. As a result, choice and how choices are made become important concepts in the study of economics. People who have freedom of choice trade goods and services and allocate scarce resources to satisfy their material wants. Economic choices are a basic part of human behavior.

On a regular basis, all people throughout their lifetimes are asked to respond to a variety of economic questions and choices. Such choices may revolve around information provided by the media; involvement in civic organizations and campaigns; participation in economic decisions in the workplace as workers, consumers, and family members; and as individual members of society.

Two fundamental concepts related to the study of economics and economic decision making are opportunity costs and trade-offs. Both refer to the alternatives that are not selected when a choice is made.

The study of economics is divided into microeconomics and macroeconomics. Microeconomics focuses on the study of decisions individuals, households, firms, and markets make; how the prices of goods and services are determined; how these prices determine the pattern of production; and how



this pattern is influenced by the structure of markets and by government actions. Examples include such questions as how many toy trains a company should produce for the year, or how much money a person should save from each paycheck.

Macroeconomics involves the study of the economic system as a whole, including total product and income, employment and price levels, and economic growth. The problems we studied in macroeconomics include unemployment, inflation, deflation, and economic growth.

The study of international economics focuses on the relationships among nations, including trade and monetary issues. Many of the same economic principles studied within a nation or system are applicable to the study of economics on an international level.

Economic-related disciplines include economic history, agricultural economics, industrial economics, international economics, and public finance. Economists provide data that enable policy makers to formulate appropriate economic policies for the overall good of society.

The study of economic systems helps students realize that there are other ways of organizing systems with different goals and priorities. Each society must decide for itself what goods to produce, how to distribute them, when to exchange them, and who will be the consumers of them. Economics has sometimes been called the science of scarcity because almost every country or government of the world lacks some resources that they want. Each of them tries to establish a system to gain what they need in exchange for the resources they have available.

If ignorance paid dividends, most Americans could make a fortune out of what they don't know about economics.

Luther Hodges
The Wall Street Journal 5/14/62

Concepts and Key Ideas in Economics

Concepts and key ideas that economists must grapple with include scarcity; choice; production; distribution; allocation; exchange and trade; consumption; opportunity cost; price; supply and demand; market economy; specialization; interdependence; income distribution; economic systems; borrowing and spending; savings; growth; capital; economic security; economic freedom; economic justice; goods and services; labor and division of labor; incentives and disincentives; unemployment; underemployment; competition; productivity; debt; global economy; comparative advantage; profit; profit motivation; public and private goods and services; money; standard of living; inflation and deflation; investment; aggregate supply and demand; interest rates; buyers; sellers; producers; consumers; economic policy; balance of trade; financial institutions; monopoly; economic efficiency; equity; economic institutions; cooperatives; fiscal policy; direct and indirect taxes; welfare; human, natural, and capital resources; business and marketing cooperatives; circular flow or economic activity; money; equilibrium price; entrepreneur; taxes; shortages; surplus; monetary and fiscal policy; costs and benefits; capitalism; gross national product; business cycle; and liquidity (adapted from National Council on Economic Education 1998).

Questions economists seek to answer include the following:

- "What determines how a product is produced?"
- "What determines how the society's output is distributed among the members?"
- "What determines the rate at which a society's per capita income will grow?"
- "What does this particular economic system assume about people and their relationship to their choices?"
- "How does the circular flow of economic activity impact economic institutions and individuals?"

The tools economists use include the development of economic models and the gathering and interpreting of economic data and trends about labor, production, resources, technologies, marketing, manufacturing, and so forth. Economists prepare and use tables, charts, graphs, and other visuals that describe the past and present and project the future. They are involved with helping nations establish both short- and long-term domestic and global economic policies. Understanding economics is important for the development of a good and just society, enabling citizens to participate effectively in making personal, social, political, and economic decisions that advance the economic health and well-being of the community and the nation.

Sample Learning Activities

Some elementary and middle schools focus on the ways in which consumers make economic decisions so that young learners can become informed consumers. Instruction about personal economics often focuses on personal savings, budgeting, and money management. *Wisconsin's Model Academic Standards for Social Studies* encompass a more comprehensive economic education program, with a major emphasis on the U.S. economic system and how economics decisions are influenced by personal decisions.

It is important that young learners develop an awareness about the role of economics in their daily lives. For example, ask students to secure copies of a newspaper from another city or from another nation (they can use the Internet or write to newspaper companies). Learning activities related to economics could direct the students to look for articles related to economics and talk about the importance of the issues raised. Subsequently they could be asked to identify and discuss the meaning of the economic terms used in the article and how those terms do or not apply to their lives.

Introduce learners to economic concepts by asking them to make a decision about how to spend or save money. For example, suppose each student has received $50 as a birthday gift. Ask students to decide how to spend their money. They are to think about their choices (alternatives), which could involve purchasing a good or service, such as buying a new tire for their bicycle (or some other want), or saving the money for use at a later time (delayed gratification). Or they could decide to spend part of the money now and save part of it to spend later. Students need to identify the criteria they use in making these decisions. Where possible, they should also evaluate their decision by asking, "Did I make the best choice for me at this time?" And "Why did I choose what I did?"

Older students study the basic economic goals—freedom, efficiency, growth, stability, justice, and security—that policy makers use to help formulate public policy. These students may consider why full employment is considered to be an important economic goal. Ask students to identify several current social problem areas, such as immigration, environmental pollution, campaign finance reform, debt reduction, and inequities in resource allocation. Students can develop one or more policy statements linking economic goals to possible solutions for social alternatives, or they can reflect on the interactions between economic goals and the creation of public policies, recognizing that there are trade-offs among the goals that vary according to personal values and self-interest.

To help teachers become knowledgeable about economics, the National Council on Economic Education (NCEE) has developed a national network of state councils and more than 260 university-based centers for economic education. The Wisconsin Council on Economic Education (WCEE) is affiliated with the national organization and provides major support and resources to Wisconsin school districts. The network, known as Economics America, provides staff development programs and develops and distributes curriculum, instructional, and assessment materials for students at several grade levels and in social studies–related disciplines for middle school and high school programs. Many of these instructional materials help students learn to think about issues from an economic perspective. They include both theory and practical applications for economic concepts, principles, processes, and practices. For more information, contact these organizations at the following addresses:

National Council on Economic Education, 1140 Avenue of the Americas, New York, NY 10035; www.nationalcouncil.org

Wisconsin Council on Economic Education, 161 W. Wisconsin Ave. Milwaukee, WI 53203; www.wisecon.org

D. ECONOMICS: Production, Distribution, Exchange, and Consumption

Content Standard

Students in Wisconsin will learn about production, exchange, and consumption so that they can make informed economic decisions.

Rationale

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens. In Wisconsin schools, the content, concepts, and skills related to economics may be taught in units and courses including economics, history, government, and current events.

BY THE END OF GRADE 4 STUDENTS WILL

D.4.1 Describe and explain of the role of money, banking, and credit in everyday life.

D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game).

D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin.

D.4.4 Give examples to explain how businesses and industry depend on workers with specialized skills to make production more efficient.

D.4.5 Distinguish between private goods and services, (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway service or the U.S. Postal Service.)

D.4.6 Identify the economic roles of various institutions, including households, businesses, and government.

BY THE END OF GRADE 8 STUDENTS WILL

D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services.

D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets.

D.8.4 Describe how investments in human and physical capital, including new technology, affect the standard of living and the quality of life.

D.8.5 Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity.

BY THE END OF GRADE 12 STUDENTS WILL

D.12.1 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices.

D.12.2 Use basic economic concepts—such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy—to compare and contrast local, regional, and national economies across time and at the present time.

D.12.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy.

D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world.

D.12.5 Explain how federal budgetary policy and the Federal Reserve System's monetary policies influence overall levels of employment, interest rates, production, and prices.

D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world.

BY THE END OF GRADE 4 STUDENTS WILL

D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the rest of the world.

BY THE END OF GRADE 8 STUDENTS WILL

D.8.6 Identify and explain various points of view concerning contemporary economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income.

D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generate trade and shape economic patterns.

D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive.

D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce.

D.8.10 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System.

D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment.

BY THE END OF GRADE 12 STUDENTS WILL

D.12.7 Compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events.

D.12.8 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade.

D.12.9 Explain the operations of common financial instruments—such as stocks and bonds—and financial institutions—such as credit companies, banks, and insurance companies.

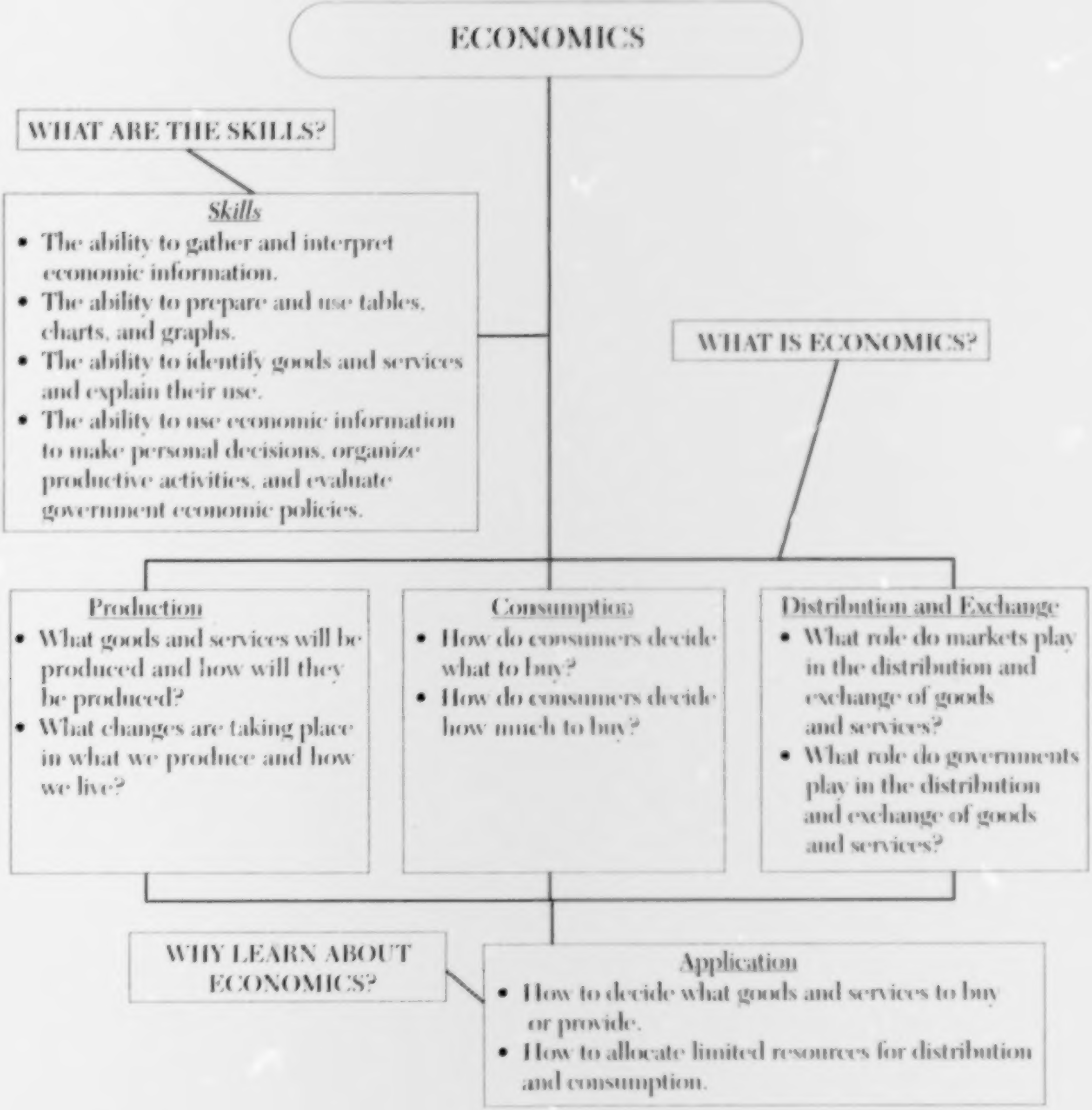
D.12.10 Analyze the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system.

D.12.11 Explain how interest rates are determined by market forces that influence the amount of borrowing and saving done by business investors, consumers, and government officials.

D.12.12 Compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security, and growth, influence decisions in different economic systems.

D.12.13 Describe and explain global economic interdependence and competition using examples to illustrate their influence on national and international policies.

D.12.14 Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System.


ECONOMICS

WHAT ARE THE SKILLS?

Skills

- The ability to gather and interpret economic information.
- The ability to prepare and use tables, charts, and graphs.
- The ability to identify goods and services and explain their use.
- The ability to use economic information to make personal decisions, organize productive activities, and evaluate government economic policies.

WHAT IS ECONOMICS?

Production

- What goods and services will be produced and how will they be produced?
- What changes are taking place in what we produce and how we live?

Consumption

- How do consumers decide what to buy?
- How do consumers decide how much to buy?

Distribution and Exchange

- What role do markets play in the distribution and exchange of goods and services?
- What role do governments play in the distribution and exchange of goods and services?

WHY LEARN ABOUT ECONOMICS?

Application

- How to decide what goods and services to buy or provide.
- How to allocate limited resources for distribution and consumption.

FIGURE 7.1 **Economics**

The model used in chapters 4–8 is preceded by a one-page explanation of a model and followed by the model designed for the discipline. The models were developed to show how standards can relate or lead assessment and instruction. Please note the sequence of each model. In changing from "what is taught" to "what is learned" the "evidence to show achievement of the standard" is the critical element. It provides the target for the instruction and assessment. Linked together assessment and instruction should enable every student to achieve the evidence.

TABLE 7.1 **Economic Concepts and Key Ideas in *Wisconsin's Model Academic Standards for Social Studies***

Social Studies Content Areas	K–4	5–8	9–12
	Family Neighborhood Community State Region	World Cultures Global Studies U.S. History World History Intro. to Social Sciences	U.S. History Political Science and Citizenship Geography World History Economics Sociology Psychology Advanced Studies
	Concepts/Key Ideas	**Concepts/Key Ideas**	**Concepts/Key Ideas**
Economics	**K–4**	**5–8**	**9–12**
	Opportunity cost	→	→
	Production	→	→
	Resources	→	→
	Economic systems	→	→
	Economic institutions	→	→
	Money	→	→
	Banking	→	→
	Markets and prices	→	→
	Trade	→	→
	Role of government	→	→
	Goods	→	→
		Income distribution	→
		Supply and demand	→
		Inflation and deflation	→
		Trade	→
		Exchange	→
		Consumption	→
		Capital	→
		Market economy	→
		Command economy	→
		Technology	→
		Productivity	→
		Corporations	→
		Profit	→
		Labor unions	→
			Economic efficiency →
			Economic freedom →
			Federal Reserve System →
			Full employment →
			Balance of trade →
			Economic interdependence
			Exchange rates →
			Comparative advantage →
			Interest rates →
			Price stability →
			Financial instruments →
			Traditional economy →
			Mixed economy →

These are some of the most important concepts and key ideas identified in *Wisconsin's Model Academic Standards for Social Studies*.

Explanation of the Following Instructional Plan Model

Models form the core of this guide and are designed to help educators implement standards-led instruction.

Performance standard(s): Identify the standards that this teaching and learning plan will address.

Evidence to show achievement of standard(s): Identify the measurable and observable indications that students understand the concepts and processes required to meet the standards. This component is especially important to keeping the focus on student learning. Evidence suggested may be adapted to a particular classroom or instructional unit.

Concepts, key ideas, and generalizations: Select the social studies concepts, principles, issues, and generalizations that will be important for students to understand to meet the standard(s).

Assessment methods: Choose the assessment methods(s) and the assessment criteria that will be shared with students and that will be used to determine whether students have met the standard(s) and at what level of proficiency.

Instructional content: Identify the instructional content to be included in this instructional lesson to help students meet the standard(s).

Instructional strategies: Select the instructional strategies to be used in this plan to help students meet the standard(s).

Instructional criteria and rubric: Sharing criteria with students helps them know what is important and what is expected of them. The Wisconsin Student Assessment System has developed four levels of proficiency: advanced, proficient, basic, and minimal. One example of how to use them is located in the model.

Economics Model

Unit Title: Wisconsin Products (Making It in Wisconsin)

Grade Level(s): *Fourth Grade (Elementary Level)*

Identify *Wisconsin's Model Academic Standards for Social Studies* that this teaching and learning lesson/unit will address.

PERFORMANCE STANDARDS:

D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin.

D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient.

Identify the measurable and observable indications that students understand the knowledge or processes required to meet the standard(s).

EVIDENCE TO SHOW ACHIEVEMENT OF STANDARD(S):

Achievement is evident when students:

- Identify Wisconsin natural, human, and human-made resources
- Demonstrate the use of division of labor and specialization
- Explain how profit is calculated
- Can develop and support a generalization (conclusion) that explains how advertising can affect the demand for a product

Select the social studies concepts, principles, and issues that will be important for students to understand to meet the standard(s).

CONCEPTS/KEY IDEAS

Natural resources, division of labor, human resources, specialization, advertising, supply and demand

GENERALIZATIONS:

Choose the assessment method(s) and the assessment criteria (which will be communicated to students) that will be used to determine whether or not students have met the standard(s).

ASSESSMENT METHODS AND CRITERIA TO BE SHARED WITH STUDENTS:
Students must:

- Identify correctly at least four natural, human, and human-made resources of Wisconsin. (Wisconsin resource map will be assessed.)
- Develop a production plan for their product that demonstrates understanding of division of labor and specialization. The production plan must include the number of workers necessary for production and the time required to produce each product.
- Provide a detailed list of the steps involved in producing their product and who will be responsible for completing the task. (Diagram and explanation of production plan will be assessed.)
- Develop a marketing campaign for their product that demonstrates their understanding of the wants and needs of their school community.
- Demonstrate their knowledge of the following advertising techniques: bandwagon, authority, snob appeal, glittering generality, plain folks, and transfer. (Marketing plan presentation to board of directors will be assessed. Marketing plans must include a magazine, newspaper, or television advertisement for their product.)

Identify the instructional content to be included in this lesson/unit to help students meet the standard(s).

INSTRUCTIONAL CONTENT:

- Students will learn about the differences between natural, human, and human-made resources and will be able to identify resources of Wisconsin.
- Students will learn what division of labor and specialization mean in terms of production.
- Students will learn six different types of persuasive advertising techniques: bandwagon, authority, snob appeal, glittering generality, plain folks, and transfer.
- Students will learn how advertising can influence demand for a product in a market economy.

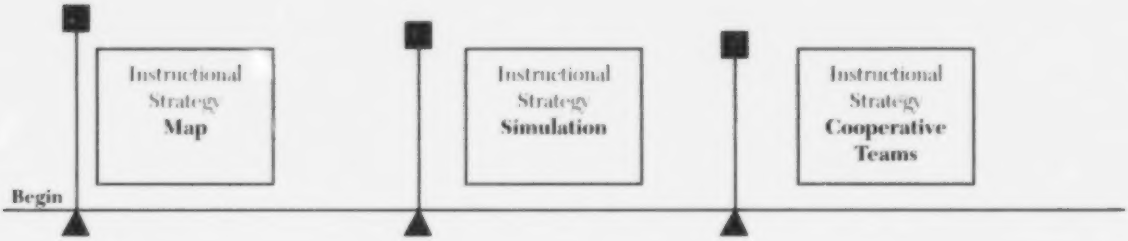
Select the instructional strategies to be used in this lesson/unit to help students meet the standard(s).

Instructional Activities

1. In small cooperative groups, students will create a Wisconsin resource map that shows where natural, human, and human-made resources are located in Wisconsin.

2. Through the use of simulation, students will experience division of labor and specialization as they produce a paper product.

3. In small marketing teams, students will develop a production plan for making a product from Wisconsin resources and selling it in their school environment. In the production plan, the students will show their understanding of division of labor and specialization.


Begin
Instructional Strategy
Map
Instructional Strategy
Simulation
Instructional Strategy
Cooperative Teams

1. **Evidence of Understanding:**
   - Identify Wisconsin's natural, human, and human made resources

2. **Evidence of Understanding:**
   - Demonstrate use of division of labor and specialization
   - Identify use of specialization in production

3. **Evidence of Understanding:**
   - Explain the concept of a production plan and how profit is calculated

Multiple Assessment Opportunities

4. Through analyzing magazine advertisements, students will learn and demonstrate their understanding of the following types of persuasive techniques: bandwagon, authority, snob appeal, glittering generality, plain folks, and transfer.

5. Working in marketing teams, students will develop a marketing campaign for their product. The marketing campaign must show their understanding of the market they are trying to reach (elementary school students) and must employ one or more of the persuasive techniques about which they have been learning.

Instructional
Strategy
Research
Instructional
Strategy
**Cooperative
Teams**

4. **Evidence of Understanding:**
   - Identify types of persuasive techniques

5. **Evidence of Understanding:**
   - Develop and support a generalization about how advertising affects demand for a product through the development of a marketing plan

Multiple Avenues of Opportunities

References

National Council on Economic Education. 1998. *Voluntary National Content Standards in Economics.* New York: National Council on Economic Education.

8

The Behavioral Sciences: Individuals, Institutions, and Society (Culture)

Nick Hockings, a Wisconsin American Indian from the Lac du Flambeau band of the Lake Superior Chippewa Indians, is shown demonstrating cultural artifacts to school children.

It is reported that the Greek philosopher Aristotle once said that human beings are social creatures. Though people are unique, their behaviors have patterns. Within the life span of individuals are numerous opportunities for cultural and social exchanges between human beings because society provides a framework for such interactions.

Human beings have at least one common characteristic—they do not live in isolation; they live in groups and are members of different cultural groups. That humans are social creatures serves as a basis for the development and study of the behavioral sciences in school. Behavioral scientists study both individuals and people in groups in different cultures and locations and at different times in history.

Studying the behavioral sciences helps us develop an awareness of why people behave as they do. Behavioral scientists study connections between individual behavior, group life, and social institutions that can be used to describe, explain, and predict human behavior. The work of the behavioral scientists helps us to understand the values and attitudes of others as well as our own.

In the Wisconsin social studies standards, the behavioral sciences include content drawn from anthropology, psychology, and sociology. Content from these three social science disciplines are integral components of quality social studies programs at all grade levels that seek to develop well-rounded citizens.

Anthropology

Modern anthropology, a synthesis of the natural and the social sciences, is the study of people, the common problems all people face, cultural practices and values, and how each culture interprets and assigns meaning that is most natural and logical to its world. Culture expresses values in a society and helps individuals develop a sense of identity that serves as an awareness of what is appropriate behavior within groups and for individuals. Often anthropologists focus on comparing cultures. They analyze the dynamic processes fundamental to all human social life. Cross-cultural comparisons have a prominent role in cross-cultural analysis and understanding. While continuing to study people in other contexts and settings, today anthropologists are moving toward study of people in local settings, such as the cultural adjustments of an immigrant population group in a particular place or in a local community.

Anthropology is the scientific study of the origin and of the physical, social, and cultural development and behavior of humans.

Social studies teachers often teach anthropology content and concepts within the context of many social studies disciplines. Teachers should view anthropology content not as competing with other social studies disciplines but as a way of examining humankind.

Anthropology is organized into two major categories. The first is physical or biological anthropology (primatology), which includes the study of the behavior of nonhuman primates (apes, baboons, and gorillas). Questions physical anthropologists ask include:

- "What is the significance of human physical variations?"
- "What is uniquely human about humans?"
- "How do human genetics and growth influence habitat and culture?"

The second subdiscipline is cultural anthropology, a field in which anthropologists focus their study on cultures. They may use a cross-cultural perspective to distinguish one culture from another or they may choose to focus on a single culture such as the Inuits in Alaska, Haitian immigrants in Miami, or gypsies in central Asia and eastern Europe. In their study, cultural anthropologists may ask:

- "How do cultures adapt to change?"
- "How are values, beliefs, and traditions passed on from one generation to the next?"
- "What does language tell us about a culture?"

Multicultural and ethnic studies provide rich examples that allow teachers to include additional content and concepts drawn from anthropology in the social studies curriculum.

Physical anthropology includes the study of archaeology. Archaeology is a study of material remains (artifacts) from antiquity. Archaeologists use this information to reconstruct a chronology of events and technologies that have contributed to the advancement of civilizations. They study all aspects of culture by examining facets of their existence. They excavate, reassemble, and date artifacts based on material, design, and chronological patterns by observing architectural remains and other artifacts. The context or setting (site) where the artifact is found is more important to archaeological interpretation than the artifacts in and of themselves. A new subdiscipline, undersea archaeology, is emerging; its practitioners study ocean bottoms and shipwrecks that reveal valuable relics from the past.

All cultures have universals such as language, rituals, technologies, religions, traditions, social norms, economic structures, values, worldviews, and so forth. Content and concepts from anthropology are often integrated within other social studies disciplines. For example, young children study about communities and how people in those communities meet their basic needs with their social and cultural groups, which in turn helps to foster respect for other people and cultures. Such learning needs to extend beyond existing stereotypes and myths.

Concepts and Key Ideas in Anthropology

Concepts and key ideas from anthropology include culture; tradition; innovation (invention and borrowing); cultural universals (language, relationships, economic structure, and technology); cultural exchange; cause-and-effect relationships; cultural assimilation; cultural preservation; cultural ecology; folkways; mores; values; beliefs; ethnology; rituals; acculturation; diffusion; language (linguistics); customs; symbols; kinship patterns; tools; worldview; cultural change; cultural lag; adaptation; religion; race; ethnocentrism; nuclear and extended families; innate and learned behavior; culture areas; social norms; art; laws; superstitions; morals; occupations, careers, and jobs; folklore; measuring bodies; habitat; and knowledge.

Anthropologists use artifacts, written documents, oral accounts, on-site observation, field notes, and photographs as well as modern technologies such as computers, cameras, camcorders, and tape recorders to develop profiles of cultures from around the world. Their study includes asking questions such as:

- "How have cultural groups changed over time?"
- "What human and environmental changes have influenced cultural changes?"
- "How do cultural values, traditions, beliefs, and experiences influence people's daily lives?"

Such broad questions call into play the use of data from other social science disciplines such as geography, history, and sociology.

Another tool that anthropologists use is participant observation, which entails observing and describing culture to gather and record information, organizing and summarizing the information, and writing reports to describe features of a culture. They often study the rules and systems within a culture that produce cultural patterns so as to make systematic comparisons of ethnic groups.

Because Wisconsin students learn about Native American customs, traditions, history, and tribal sovereignty at several grade levels, it is important to teach about Wisconsin's Native American tribes with accuracy using current information and resources. There is not only cultural diversity of Native Americans from region to region in the United States, but also cultural diversity among Native American tribes and bands in Wisconsin. It is important for students to learn to identify stereotypes—for example, evaluating the way Native Americans are portrayed on television—and to recognize that Native Americans have changed over time, just as everyone has.

The ethics of anthropology require that anthropologists be nonjudgmental in describing different practices and values that are expressed in traditions, customs, and rituals of the culture being studied. They must be open and objective about what is worth knowing, doing, possessing, and believing culturally. No culture is inherently or indiscriminately superior or inferior to any other culture.

Though it is true that anthropology is seldom taught as a separate discipline course, anthropological content is found in most other social studies courses.

Sample Learning Activities

Introducing artifacts from various times and cultures is an interesting way to help students start thinking about other cultures. Students at many grade levels could be asked to create a "culture box" that contains their own artifacts, which could include objects or pictures of objects. Students could place in the culture box articles of clothing, beverage containers, model automobiles, music samples, photographs of important people in their lives, and so forth. While they complete this culture box, ask students to explain why they included a particular artifact in the box. They can then speculate about what the people opening their culture box (perhaps their children or those attending a class reunion) might say about "our culture" at the beginning of the twenty-first century.

Psychology: Individual Identity and Development

Psychology is the study of human behavior and mental processes, both instinctive and learned.

Psychology is the study of human behavior and mental processes, both instinctive and learned. The study of psychology helps us understand what we see and experience. Psychologists often study animal behavior searching for clues related to human behavior. Because human behaviors are more complex, research based on animal behavior does not always apply to human behavior.

Within the field of psychology several schools of thought or frames of references are used to study people and their behaviors. For the most part, psychologists tend to believe that individuals adjust their behavior to meet the new and ongoing demands of daily life. Most psychologists would probably agree a need exists to link behavior with motive and to study connections between inherited characteristics and the environment. Social psychology is the study of human behavior in groups and group settings and how social forces such as the media influence public and personal opinion; cognitive psychology examines intellectual functions such as reasoning, memory, perception, and learning; developmental psychology focuses on the development of human behavior that is shared by all over a lifetime; personality psychology is the study of the nature and development of personality; and psycholinguists examine the development of language and language skills.

Studying psychology helps students understand human behavior when studying history and other social studies disciplines. For example, history content focusing on immigration offers students an opportunity to think about and reflect on their own goals, motivations, fears, and hopes for their future. As individuals and families decide to immigrate by leaving their homelands for the unknown, they are willing to give up the familiar, take risks, and settle in new surroundings. Young people of today may well be in a similar situation and should be able to compare their own situations with those of immigrants moving into uncharted lands.

Questions psychologists often ask include:

- "Why do we respond the way we do?"
- "How are we similar to others?"
- "How do heredity, feelings, and experiences shape our behaviors?"
- "What are the basic needs of individuals, and how are these needs met?"

Psychologists rely on empirical evidence to make claims and draw conclusions (however tentative) as they study the range of human behavior within a social setting. Among the tools psychologists use are observation (watching people), describing what is observed (not making interpretations); interviews; and experimental studies based on a hypothesis using control and experimental groups, with specific measures related to the independent and dependent variables.

Concepts and Key Ideas in Psychology

Concepts and key ideas within the field of psychology include personality, perception, motivation, interdependence, race, gender, age, ethnic origin, (social) behavior, learning, instinct, conditioning, motives, attitudes, punishment, self-concept, traits, reinforcement, aggression, fear, coping strate[illegible] acceptance and self-acceptance, stress, individual differences, security, habit, uniqueness, emotions, anxiety, learning, cognition, personality, disordered behavior, socialization, prediction, control, quality of life, memory, language, group dynamics, and ethics.

In the elementary and middle schools, content from psychology is often included as a part of the health curriculum as students discuss human development, thinking and learning, and the influence of heredity and environment of human behavior. Often, applied psychology provides a structure to study self-concept and self-esteem, coping with physical or verbal abuse, and maintaining positive relationships with adults and classmates with the idea of helping students realize their full potential and become effective members of society. Often psychology research studies are the basis for this instructional content, and this should be made clear to the students. By studying such topics students are better able to understand themselves and their world.

Sample Learning Activities

Because individuals often behave on the basis of outside influences, teachers could ask students to bring to class multiple examples of advertising for a range of products, such as soft drinks, cosmetics, automobiles, clothes, vacations, and the like, that may influence the behaviors of young people. After examining the advertisements, the students can engage in a discussion about the impact (both positive and negative) of advertising on their lives and the choices they make as individuals.

High schools offer psychology classes as regular advanced studies for upper-level students, including Advanced Placement classes, or as electives. Concepts drawn from psychology are often included in other social studies content areas. For example, in political science or economics, students often examine individual behaviors in terms of voting, consumer decision-making behaviors, or living in a specific geographic setting. The study of current events offers students an opportunity to study the behaviors of individuals in various circumstances, for example, being selected as "outstanding" in one's chosen field, feeling grief at the death of a well-known person, or other circumstances. Most students who enroll in psychology courses enjoy the content of the discipline because they have the opportunity to study personal and social issues and topics that are relevant to them.

Sociology: Individuals, Institutions, and Society

Sociology is the study of human social behavior.

The study of sociology involves understanding group relationships that influence individual and group behavior within a social setting. Sociologists focus on the study of social relationships and interactions among individuals and within groups and institutions to describe patterns in human behavior. Sociology provides models for examining and understanding the human side of both continuity and change. The study of sociology gives students an opportunity to examine our traditions, unchallenged assumptions, and hidden patterns of behaviors. Sociologists look for patterns of group behaviors in political institutions such as political parties, religious institutions such as churches and synagogues, economic institutions such as banking, and social institutions such as families and schools. They describe how societies function in a particular way by analyzing the values and norms these groups hold in common, how groups are organized (structured), why groups behave as they do, how groups operate, and how groups change. Sociologists examine how groups influence individual behaviors and how individuals influence groups and their behaviors.

Within the context of a given society, people are socialized as to what is right or wrong, accepted or rejected. Young people learn their role or place in society (expectations). However, these behaviors and attitudes change due to age, gender, education level, job or occupation, socioeconomic status, racial and ethnic background, mobility, and other personal experiences in a social context.

Sociologists ask questions such as:

- "What kinds of groups are formed in any society?"
- "What are the major expectations of members of the group under study?"
- "How are issues within the group resolved?"
- "How does the group control its members?"
- "How do different societies meet common human needs?"

To help answer these social research questions, sociologists analyze and synthesize the data gathered from various sources and communicate their findings (however tentative) to a larger audience, formulate and test hypotheses, and construct theories to explain and predict human social behavior.

As sociologists seek answers to these and other questions, they gather information, observe the people without personal participation, interview members of the group, become participant observers, and analyze the data gathered. In addition, they gather and study electronic media, films, and tape recordings; engage in role-playing; use questionnaires and interviews; conduct structured experiments; examine case studies and public records; conduct public opinion polls; review and analyze historical data; engage in cross-cultural observations; develop sociometric measures to indicate preferences and interactions; review written materials as well as television and radio scripts; listen to music; use statistical data so as to determine the accuracy and validity of their original theories (descriptions); and decide if these theories were based on accurate observations and sound perceptions. Additional research at a later date may cause a particular theory to be affirmed, modified, or rejected.

All of us are members of several social groups such as family, neighborhood, religious organizations, ethnic group, political party, 4-H, and sports teams.

Concepts and Key Ideas in Sociology

Concepts and key ideas from sociology include learning, values, norms, roles, (achieved or ascribed) status, social stratification, social institutions, gender, bias, prejudice, ethnocentrism, discrimination, alienation, deviance, cohesion, dissociation, stereotyping, (peer, primary, secondary, and reference) groups, group dynamics, social class, socialization, segregation, society, social mobility, power, sanctions, racism, customs, traditions, beliefs, mores, ethics, toleration, change, assimilation, immigration, competition, collective behavior, family, rewards, group processes, and expectations. These key ideas are considered to be basic components for sociology education.

Sociology as a discipline has received little attention at the elementary, middle, and high school levels. If sociology is available, usually it is offered for upper-level students as an elective in high school. This is unfortunate in that all of us are members of several social groups—family, neighborhood, religious organizations, ethnic group, political party, 4-H, sports teams, and others. Groups do influence individual behaviors in such matters as dress, speech, etiquette, obeying rules, respect for others, shared values, use of symbols, questions, friendships, and so forth. The study of sociology has much to contribute to knowledge and understanding of healthy behavior.

Sample Learning Activities

Inasmuch as social roles have changed over the years, students could be given a series of pictures that show women's roles in different societies and at different periods in history. Ask students to examine these pictures and create their interpretations of what these changes might mean to women in past and present times and to speculate about possible changes in the roles of women and men in the coming years. What might these changes mean to individuals, families, social relationships, and the choice of leisure activities? Or students could watch specific television programs to examine how women and men in several age-group categories are portrayed and offer their observations and suggest tentative conclusions concerning their findings. They could then write to television network officials with recommendations for consideration in planning future programs.

While studying social issues, the class can emphasize social action, which involves taking action based on one's beliefs. By so doing, students learn their involvement (properly constructed) can make a difference in their own life and in the lives of others. In such activities, social studies as a learning context becomes more relevant.

The study of sociology adds a richness and depth to our knowledge and understanding of the human condition. Most students find the study of sociology interesting and important in their lives, which helps them understand their membership in the human community for which they have a social contract.

E. THE BEHAVIORAL SCIENCES: Individuals, Institutions, and Society

Content Standard

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the impact of individuals on groups and institutions and vice versa; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Rationale

Learning about the behavioral sciences helps students understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of sociology, psychology, and anthropology may be taught in units and courses dealing with sociology, psychology, anthropology, government, history, geography, civics, current events, and the humanities.

BY THE END OF GRADE 4 STUDENTS WILL		BY THE END OF GRADE 8 STUDENTS WILL		BY THE END OF GRADE 12 STUDENTS WILL	
E.4.1	Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning.	E.8.1	Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning.	E.12.1	Summarize research that helps explain how the brain's structure and function influence learning.
E.4.2	Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development.	E.8.2	Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development.	E.12.2	Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development.
E.4.3	Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living.	E.8.3	Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people.	E.12.3	Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos.
E.4.4	Describe ways in which ethnic cultures influence the daily lives of people.	E.8.4	Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community.	E.12.4	Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change by citing current and past examples.
E.4.5	Identify and describe institutions such as school, church, police, and family and describe their contributions to the well-being of the community, state, nation, and global society.	E.8.5	Describe and explain the means by which groups and institutions meet the needs of individuals and societies.	E.12.5	Describe the ways cultural and social groups are defined and how they have changed over time.
E.4.6	Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture.	E.8.6	Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals.	E.12.6	Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.
E.4.7	Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior.	E.8.7	Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society.	E.12.7	Use scientific methods to assess the influence of media on people's behavior and decisions.
E.4.8	Describe and distinguish among the values and beliefs of different groups and institutions.				

BY THE END OF GRADE 4 STUDENTS WILL

E.4.9 Explain how people learn about others who are different from themselves.

E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions.

E.4.11 Give examples and explain how language, stories, folktales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.

E.4.12 Give examples of important contributions made by Wisconsin citizens, U.S. citizens, and world citizens.

E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs.

E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people.

E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters.

BY THE END OF GRADE 8 STUDENTS WILL

E.8.8 Give examples to show how the media may influence the behavior and decision making of individuals and groups.

E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world.

E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding.

E.8.11 Explain how beliefs and practices such as ownership of property or status at birth may lead to conflict between people of different regions or cultures, and give examples of such conflicts that have and have not been resolved.

E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes.

E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed.

E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping each other in times of crisis.

BY THE END OF GRADE 12 STUDENTS WILL

E.12.8 Analyze issues of cultural assimilation and cultural preservation of ethnic and racial groups in Wisconsin, the United States, and the world.

E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration.

E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors.

E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices.

E.12.12 Explain the current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled.

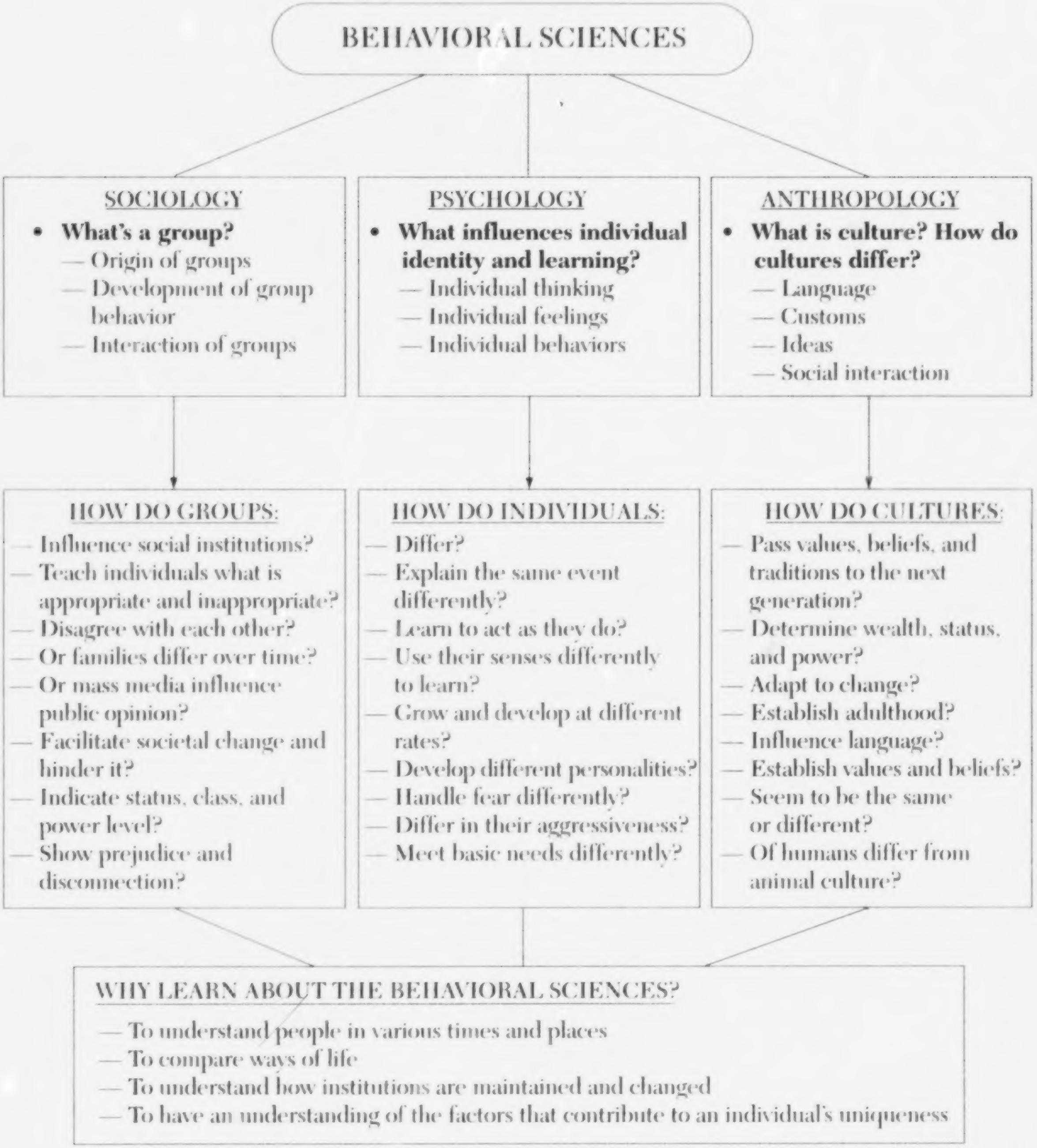
E.12.13 Compare the ways in which a universal theme is expressed artistically in three different world cultures.

E.12.14 Use research procedures and skills—such as gathering, organizing, and interpreting data from several sources—used by behavioral scientists to develop an informed position on an issue.

E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions.

E.12.16 Identify and analyze factors that influence a person's mental health.

E.12.17 Examine and describe various belief systems, such as democracy, socialism, and capitalism, that exist in the world.



BEHAVIORAL SCIENCES

SOCIOLOGY

- **What's a group?**
  - — Origin of groups
  - — Development of group behavior
  - — Interaction of groups

PSYCHOLOGY

- **What influences individual identity and learning?**
  - — Individual thinking
  - — Individual feelings
  - — Individual behaviors

ANTHROPOLOGY

- **What is culture? How do cultures differ?**
  - — Language
  - — Customs
  - — Ideas
  - — Social interaction

HOW DO GROUPS:

— Influence social institutions?
— Teach individuals what is appropriate and inappropriate?
— Disagree with each other?
— Or families differ over time?
— Or mass media influence public opinion?
— Facilitate societal change and hinder it?
— Indicate status, class, and power level?
— Show prejudice and disconnection?

HOW DO INDIVIDUALS:

— Differ?
— Explain the same event differently?
— Learn to act as they do?
— Use their senses differently to learn?
— Grow and develop at different rates?
— Develop different personalities?
— Handle fear differently?
— Differ in their aggressiveness?
— Meet basic needs differently?

HOW DO CULTURES:

— Pass values, beliefs, and traditions to the next generation?
— Determine wealth, status, and power?
— Adapt to change?
— Establish adulthood?
— Influence language?
— Establish values and beliefs?
— Seem to be the same or different?
— Of humans differ from animal culture?

WHY LEARN ABOUT THE BEHAVIORAL SCIENCES?

— To understand people in various times and places
— To compare ways of life
— To understand how institutions are maintained and changed
— To have an understanding of the factors that contribute to an individual's uniqueness

FIGURE 8.1 **The Behavioral Sciences**

TABLE 8.1 **Concepts and Key Ideas in the Anthropology Area of the Behavioral Sciences**

Social Studies Content Areas	**K–4**	**5–8**	**9–12**
	Family **Neighborhood** **Community** **State** **Region**	**World Cultures** **Global Studies** **U.S. History** **World History** **Intro. to Social Sciences**	**U.S. History** **Political Science and Citizenship** **Geography** **World History** **Economics** **Sociology** **Psychology** **Advanced Studies**
	Concepts/Key Ideas	**Concepts/Key Ideas**	**Concepts/Key Ideas**
Behavioral Sciences: Anthropology	**K–4**	**5–8**	**9–12**
	Tradition/celebrations	→	→
	Family	→	→
	Ethnicity	→	→
	Folkways	→	→
	Values	→	→
	Language	→	→
	Culture	→	→
	Artistic creations	→	→
	Human needs	→	→
		Cultural change	→
		Ritual	→
		Religion	→
		Inventions and tools	→
		Cultural universals	→
		Customs	→
		Art	→
		Kinship patterns	→
			Cultural exchange →
			Ethnocentrism →
			Morals →
			Acculturation →
			Assimilation →

These are some of the most important concepts and key ideas identified in *Wisconsin's Model Academic Standards for Social Studies.*

The model used in chapters 4–8 is preceded by a one-page explanation of a model and followed by the model designed for the discipline. The models were developed to show how standards can relate or lead assessment and instruction. Please note the sequence of each model. In changing from "what is taught" to "what is learned" the "evidence to show achievement of the standard" is the critical element. It provides the target for the instruction and assessment. Linked together assessment and instruction should enable every student to achieve the evidence.

TABLE 8.2 **Concepts and Key Ideas in the Psychology Area of the Behavioral Sciences**

Social Studies Content Areas	**K–4**	**5–8**	**9–12**
	Family **Neighborhood** **Community** **State** **Region**	**World Cultures** **Global Studies** **U.S. History** **World History** **Intro. to Social Sciences**	**U.S. History** **Political Science and Citizenship** **Geography** **World History** **Economics** **Sociology** **Psychology** **Advanced Studies**
	Concepts/Key Ideas	**Concepts/Key Ideas**	**Concepts/Key Ideas**
Behavioral Sciences: Psychology	**K–4**	**5–8**	**9–12**
	Learning	→	→
	Self-concept	→	→
	Individual differences	→	→
	Motivation	→	→
	Identity	→	→
	Opinions	→	→
	Choices	→	→
	Decisions	→	→
		Personality	→
		Socioeconomic factors	→
		Habit	→
		Uniqueness	→
		Motivation	→
		Gender	→
		Behavior	→
		Traits	→
		Motivation	→
		Bias	→
		Conflict resolution	→
		Peer mediation	→
			Brain structure →
			Physical endowment →

These are some of the most important concepts and key ideas identified in *Wisconsin's Model Academic Standards for Social Studies*.

TABLE 8.3 **Concepts and Key Ideas in the Sociology Area of the Behavioral Sciences**

Social Studies Content Areas	**K–4** **Family** **Neighborhood** **Community** **State** **Region**	**5–8** **World Cultures** **Global Studies** **U.S. History** **World History** **Intro. to Social Sciences**	**9–12** **U.S. History** **Political Science and Citizenship** **Geography** **World History** **Economics** **Sociology** **Psychology** **Advanced Studies**
	Concepts/Key Ideas	**Concepts/Key Ideas**	**Concepts/Key Ideas**
Behavioral Sciences: Sociology	**K–4**	**5–8**	**9–12**
	Traditions	→	→
	Roles	→	→
	Values	→	→
	Conflict	→	→
	Customs	→	→
	Beliefs	→	→
	Groups	→	→
	Cooperation/interdependence	→	→
	Institutions	→	→
	Media	→	→
		Norms	→
		Prejudice	→
		Sanctions	→
		Discrimination	→
		Status	→
		Ethnic group	→
		Stereotyping	→
		Power	→
		Socioeconomic status	→
		Race	→
		Ethnic origin	→
		Gender	→
		Age	→
		Bias	→
			Group processes →
			Immigration →
			Assimilation →
			Social mobility →
			Bias →

These are some of the most important concepts and key ideas identified in *Wisconsin's Model Academic Standards for Social Studies*.

Explanation of the Following Instructional Plan Model

Models form the core of this guide and are designed to help educators implement standards-led instruction.

Performance standard(s): Identify the standards that this teaching and learning plan will address.

Evidence to show achievement of standard(s): Identify the measurable and observable indications that students understand the concepts and processes required to meet the standards. This component is especially important to keeping the focus on student learning. Evidence suggested may be adapted to a particular classroom or instructional unit.

Concepts, key ideas, and generalizations: Select the social studies concepts, principles, issues, and generalizations that will be important for students to understand to meet the standard(s).

Assessment methods: Choose the assessment method(s) and the assessment criteria that will be shared with students and that will be used to determine whether students have met the standard(s) and at what level of proficiency.

Instructional content: Identify the instructional content to be included in this instructional lesson to help students meet the standard(s).

Instructional strategies: Select the instructional strategies to be used in this plan to help students meet the standard(s).

Instructional criteria and rubric: Sharing criteria with students helps them know what is important and what is expected of them. The Wisconsin Student Assessment System has developed four levels of proficiency: advanced, proficient, basic, and minimal. One example of how to use them is located in the model.

Behavioral Sciences Model

Title: "Ban the Math Book"

Grade Level(s): *Middle*

Identify *Wisconsin's Model Academic Standards for Social Studies* that this teaching and learning unit plan will address.

PERFORMANCE STANDARD:

A.8.8 Give examples to show how media may influence the behavior and decision making of individuals and groups.

Identify the measurable and observable indications that students understand the knowledge or processes required to meet the standard(s).

EVIDENCE TO SHOW ACHIEVEMENT OF STANDARD(S):

Evident when students can do the following:

- Explain the point of view or purpose of the media's message.
- Identify examples of media influences, both positive and negative.
- Describe the impact of media in a specific situation.
- Use the media to influence the decisions of others.
- Analyze and evaluate the impact of media in a specific situation using established criteria.
- Develop and support generalizations (conclusions) about the impact of media.

Select the social studies concepts, principles, and issues that will be important for students to understand to meet the standard(s).

CONCEPTS/KEY IDEA:

Media influence

GENERALIZATIONS:

Choose the assessment method(s) and the assessment criteria (which will be communicated to students) that will be used to determine whether students have met the standard(s).

ASSESSMENT METHODS AND CRITERIA TO BE SHARED WITH STUDENTS:

A. Develops a Convincing Argument
   1. Identifies and articulates explicit points of disagreement that cause conflict.
   2. States a clear position.
   3. Offers sound and logical reasoning to support positions.
   4. Uses detail.
   5. Is aware of audience.
   6. Explains knowledge of media's impact.
   7. The email to the principal anticipates and responds to the other sides of the issue.

B. Writing Process
   1. Email is brief and to the point.
   2. Email is well organized.
   3. Email is neat and readable.

C. Content Knowledge
   1. Presented facts and information accurately.
   2. Analyzed the textbook and issues presented in the email to determine if they are credible.

Identify the instructional content to be included in this lesson/unit to help students meet the standard(s).

INSTRUCTIONAL CONTENT:

- Textbook, "Mathematics Connections," Anycompany, USA
- Email from parents to principal

Principal Blake:

We are disappointed in the recently selected sixth-grade math textbook. The textbook contains excessive commercial images. Math problems use product names such as Nike, Gatorade, and Hershey Kisses. Another section of this book uses M&M's and Walt Disney – MGM Studios Theme Park in its examples. We do not believe children should be forced to look at commercial images to do well in school. This blatant commercial access to students' minds in a compulsive environment is very inappropriate. Please explain your reasons for selecting such a textbook.

Parents for Banning the Math Textbook

Select the instructional strategies to be used in this lesson/unit to help students meet the standard(s).

INSTRUCTIONAL STRATEGIES:
You are a member of your school's student council. Your school principal has asked your student council advisor to obtain student reactions to an email the principal received from a group of parents. You are asked to email your school principal and take a position on the new sixth-grade math textbook issue. You may send an email that defends the textbook choice, is critical of the new textbook, or takes a neutral position on the issue, explaining both sides.

Your email should respond to each of the criteria shared with you.

Evidence for student learning is identified on page 123.

Additional References

See Resources in Appendix.

Additional Reading

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Additional Studies Within the Scope of Social Studies

9

It's a healthy idea, now and then, to hang a question mark on things you have long taken for granted.

Bertrand Russell

In addition to the social studies disciplines identified in the titles of the five strands of *Wisconsin's Model Academic Standards for Social Studies*, other subjects such as philosophy and religion are included within the scope of the social studies programs. The inclusion of these disciplines enables students to gain a broader perspective of the world, and they are sometimes offered as part of the content of courses or as elective subjects. These studies presented as summaries or overviews of the areas form a solid content base for social studies instruction and provide a link to the study of other disciplines.

The study of philosophy and religion offer different perspectives as students seek answers to fundamental questions such as "Who am I?" "What do I believe?" "What is truth?" and "What makes someone a good person?" Through the study of philosophy and religion students learn to understand different patterns and perspectives, building on their prior knowledge to reconstruct or replace their earlier misconceptions of the world. The study of philosophy and religion within the scope of social studies programs may provide connections to important content in other academic areas and vice versa. For example, some subjects in history make reference to both philosophy and religion. One cannot study ancient Greece without learning about the Greeks' philosophical and religious perspectives; nor can one study the heritage of our nation without learning about the religious beliefs that motivated people to migrate to the New World.

Religion

Religion is frequently an area of study within a social studies program. Students enrolled in such courses examine the ways individual beings integrate the universe and define concepts such as supernatural, human conduct, ritual, meaning, beliefs, knowledge, traditions, practices, and interpersonal relations. By definition, the examination of religion requires open, objective, nonsectarian, and pluralistic study. In our lives, people express religion in both formal and informal ways. Whatever the definition, religion concerns itself with basic human freedoms and rights.

Knowledge about religion is a characteristic of an educated person and is necessary for living in a world of diversity.

The study of religion has a place in Wisconsin public schools, and teachers should approach the subject with sensitivity and care. The omission of the study of religion allows students to believe that religions have not been and are not now a part of human experience. The study of religion often raises questions about the content and the way in which it is taught. A historical, comparative study that includes a number of major religions without preference or proselytizing by the teacher or members of the class is allowable in public schools. Supreme Court cases have clear guidelines for the teaching of religion. Concerns and questions about the content or instructional methods should always be referred to the attorneys at the Wisconsin Department of Public Instruction.

Knowledge about religion is a characteristic of an educated person and is necessary for living in a world of diversity. Knowledge helps to promote understanding and reduce or eliminate prejudice. Writing for the majority in *Abington v Schempp*, U.S. Supreme Court Justice Tom Clark stated:

> . . . it might well be said that one's education is not complete without a study of comparative religions or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historical qualities. Nothing we have said here indicates that such study of the Bible or of religion, where presented objectively as part of a secular program of education, may not be effected consistent with the first Amendment. (374 U.S. 203, June 17, 1963)

In a concurring opinion Supreme Court Justice William Brennan added that

> [t]he holding of the Court today plainly does not foreclose teaching about the Holy Scriptures or about the differences between religious sects in classes in literature or history. Indeed, whether or not the Bible is involved, it would be impossible to teach meaningfully many subjects in the social sciences or the humanities without some mention of religion.

If the public schools are to provide students with a comprehensive education in the social studies, academic study about religions should be part of the curriculum.

Those who study religion within the scope of the school curriculum are often asked to consider the basic religious orientations and beliefs of various cultures and people at specific times of history and in different contexts and settings. Tools and skills (locating, classifying, and interpreting data; observation) that are used to study religion include a thoughtful consideration of the fundamental beliefs of the people, which raises such questions as the following: "How do religious beliefs and faith influence personal and social policies and decisions?" "How have humans struggled with meaning and value throughout history?" "How do religious beliefs shape or not shape our lives, our relationships, and behaviors?" An analysis of the various beliefs based on the teachings and documents of the religion under study enable students to clarify and compare religious beliefs and traditions.

A range of resource materials should be available to students; these should provide for a fair and balanced treatment of religions and should distinguish between confessionals and historic facts. The study of religion should adhere to the same standards of academic competence, responsibility, and integrity as are demanded by other disciplines or fields of study. Values are inherent in the context of social studies instruction and cannot be avoided as students seek to learn about and practice our democratic values.

Examples of religion references found in *Wisconsin's Model Academic Standards for Social Studies* are as follow:

Geography: People, Places, and Environments

A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals.

A.12.8 Identify the world's ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them.

History: Time, Continuity, and Change

B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values.

B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity.

The Behavioral Sciences

E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions.

E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed.

E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors.

Philosophy

Philosophy in the broadest sense means the pursuit of wisdom, a search for truth and the meaning of life through the asking of fundamental questions about conduct, thought, knowledge, and the nature of the universe. Philosophies are often associated with religions of the same names. In Western intellectual history, philosophy, including rhetoric, logic, aesthetics, epistemology, metaphysics and ethics, was the primary core discipline. It is from philosophy that other social studies and other disciplines emerge. Philosophy is a human creation and is related to the contexts of time, place, will, and choice. Ancient Greece gave birth to philosophy, with Socrates and Plato its best-known practitioners. Plato's *Dialogue* and Socratic questioning are synonymous with Western philosophy. In the West, individuals are encouraged to take pride in

Philosophy:

- ***The pursuit of wisdom by intellectual means and moral self-discipline.***
- ***An inquiry into the nature of things based on logical rather than empirical methods.***

American Heritage Dictionary, 1985

developing self-reliance and independence. By doing this, people begin to focus more on self and individual dignity. This is basic to the development of a democratic society in which individuals should have personal freedom and a voice in the government. This orientation, however, often leads to feelings of arrogance, loneliness, alienation, uncertainty, and guilt (Hartoonian 1991).

Eastern philosophy, after some four thousand years, includes some of the oldest ideas about the nature of humankind, the cosmos, and existence. Today Buddhism, Confucianism, Hinduism, and Taoism, the major Eastern philosophies, guide people in their search for wisdom and contentment. These philosophies tend to be holistic in that they are concerned more with the big picture, "oneness," that unites and transcends all things rather than with specific details. One major purpose of Eastern philosophy is not to define truth but to live in harmony with truth. In general, Eastern philosophies are respectful, tolerant, and accepting of others through coexistence.

Hinduism and Buddhism originated in India; Confucianism and Taoism came from China. Though they are not the only Eastern philosophies, they have influenced people, minds, and histories throughout Asia and elsewhere. Various world- or global-oriented courses or instructional units within the social studies curriculum often include an overview study of these Eastern philosophies along with philosophies from the West.

The study of philosophy, which is interdisciplinary and pluralistic, enables people to create ties with the cultural heritage, encompassing its difficulties and its paradoxes. Important cultural concepts related to philosophy are virtue, justice, power, love, self, happiness, truth, integrity, courage, beauty, wisdom, ethics, and life itself. Philosophers examine these and other human dilemmas so that people gain meaning for personal and social actions in their personal lives. Philosophy addresses issues of right and wrong.

Philosophers formulate and try to answer such questions as "What is the nature of virtue?" "What is civic virtue?" "Can virtue be taught?" "What is the nature of good and evil?" "What is the difference, if any, between the good person and the good citizen?" They also ask, "What is justice?" "Can there be justice for all?" "What is wisdom?" "What is goodness?" "What knowledge is of most worth?" "What obligations do I have to my community?" "What is the relationship between self-interest and the public interest (the common good)?" The study of philosophy helps individuals learn to live with uncertainties.

Tools philosophers use include examining a range of writings and logical arguments by various philosophers and other writers (both Western and Eastern); formulating and testing hypotheses; analyzing (reasoning), synthesizing, and reflecting on these ideas and writings; and communicating their thoughts (descriptions and interpretations) to a wider audience for further study and reflection. The survival of a democracy depends on a well-informed public that understands the cultural heritage and the values they must confront to participate effectively in daily life. The study of philosophy serves to provide the data people need for discussion of public and social issues. Citizens of our democratic society need to be educated in reflective and philosophical thought.

Sample Learning Activities

To help students learn about various philosophical orientations, they could study and reflect on such important documents as the Declaration of Independence, the preamble to the U.S. Constitution, Martin Luther King's "I Have a Dream" speech, discourses in Plato's *Republic* and Aristotle's *Nicomachean Ethics*, or excerpts from the *Vedas* (Hinduism) or *Tao Te Ching* (*The Roots of the Way and Its Power*) from Taoism.

Students could discuss and express their own ideas about the philosophical questions posed earlier in this section or create their own questions. They should address possible motives and behaviors and suggest consequences for such thoughts and actions. The word "philosophy" does not appear in *Wisconsin's Model Academic Standards for Social Studies* but is implied in the words "beliefs," "values," "culture," and "religion." See the standards listed under religion for references to these words.

Additional Content Areas

The National Council for the Social Studies identified three additional areas of standards:

Global Connections
Science, Technology and Society (STS)
Civic Practices

The five strands of *Wisconsin's Model Academic Standards for Social Studies* integrate these areas of study into the performance standards. Examples of Science, Technology, and Society (STS) and Global Connections are identified here. Civic Practices are included in the Political Science and Citizenship strand.

Science, Technology, and Society (STS)

It is critical that citizens around the world understand the ways in which science, technology, and society interact and influence each other for good or evil. Our modern way of life would be difficult if not impossible without earlier advances in science and technology. Today's scientific discoveries and technological inventions form the basis for many social decisions that impact daily life.

Today's scientific discoveries and technological inventions form the basis for many social decisions that impact daily life.

Throughout history many important scientific discoveries have been made, such as the pull of gravity, recognition that the earth revolves around the sun, vaccines to control or eradicate disease, and brain research related to learning. Each day in the United States and throughout the world, hundreds of new discoveries and inventions receive government patents. These discoveries and inventions impact global society and the global environment. Some influence the quality of life and some do not.

Concepts and Key Ideas in Science, Technology, and Society

Concepts and key ideas used in STS studies include change, physical environment, values, beliefs, ethics, attitudes, common good, discovery, cost-benefit analysis, science, technology, and society.

Elementary students may identify and compare ways that science and technology have changed their lives, such as mode of travel and communication. Middle-schoolers may study the need to have laws and policies that govern the application of scientific discoveries and technological inventions that relate to their own lives, such as school bus safety, medical research, and so forth. High school students could identify a current scientific issue—such as the illegal duplication of computer programs or video programs, the right to privacy of information in various data bases, or genetic engineering—gather information, and take a stand on the issue (Laughlin and Hartoonian 1997).

The following are examples of STS in the Wisconsin standards:

GEOGRAPHY

A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air conditioning, and solar heating.

A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment.

A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological developments.

HISTORY

B.4.8 Compare past and present technologies related to energy, transportation, and communications, and describe the effects of technological change, either beneficial or harmful, on people and the environment.

B.8.9 Explain the need for laws and policies to regulate science and technology.

B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world.

Global Connections or Global Studies

Connections are a fact of life. The world is linked to many global systems such as communication, technological, ecological and environmental, trade and economic, security, military, cultural, political, and regional, plus other networks. Our civic duties require the development of competencies that reflect the rights and responsibilities of citizens in the new millennium.

Society is bound by cultural universals such as language, laws, beliefs, sense of territory, and way of thinking. Now, at the beginning of the twenty-first century, the world is in an information age that is being transformed into an age of service. Society needs to rethink its fundamental assumptions about the nature of the world, society, beliefs, perceptions, attitudes, opinions, and values of self, and what it means to be human in a rapidly changing world. It is important to respect the values, customs, traditions, and perspectives of people from other cultures so as to be able to interact successfully with them. The study of other societies will help prepare students to function effectively in an interdependent world.

Global studies is not an ideology, discipline, or definitive field of knowledge. Rather, it is an integrated field of study that uses global consciousness as a basis of inquiry. Global studies includes content that enables students to gain global perspectives and develop awareness of connections among the peoples and countries of the world. It is critical that students recognize that events such as civil wars or natural disasters halfway around the world have an impact on our lives.

Global studies is not an ideology, discipline, or definitive field of knowledge. Rather, it is an integrated field of study that uses global consciousness as a basis of inquiry.

Global studies is grounded in the social sciences and other disciplines to help students attain a broader view of the world's problems. Those studying about global events need to integrate ideas and methods from several disciplines. Cooperation and collaboration among scholars help to offer perspectives that cut across disciplines in seeking solutions to issues and problems that have defied individual or single-nation solutions, such as world hunger, the depletion of the ozone layer, and the spread of disease.

Concepts and Key Ideas in Global Studies

Key concepts and ideas that are integral to global studies include culture, cultural diversity, cultural transmission, global village, interdependence, ethnic group, nationalism, multination, multiracial, nonaligned, self-sufficiency, peace, capitalism, political and economic systems, republic, civilization, refugees, bilingual, revolution, immigration and migration, sanction, population density, alliance, civil disobedience, tariff, arms race, negotiation, treaty, quality of life, symbols, change, bias and prejudice, cause and effect, tradition, cultural values, resources, inequality, land reform and redistribution, natural resources, demography, citizenship, poverty, child labor, social responsibility, territory, global warming, self-determination, sovereignty, balance of power, spheres of influence, terrorism, and freedom.

Sample Learning Activities

As elementary students study about global connections, they may use the Internet to connect with students their own age or a classroom at their grade level in another country and exchange information, pictures, stories, experiences, or songs to learn more about people in other settings. The study of transportation systems, literature, and geography frequently touches on connections to other parts of the world. Often students will exchange "culture boxes" which include artifacts or picture of artifacts important to them.

Middle school students could study about garbage and pollution across cultures, considering questions such as "What is garbage?" "How and to what extent are garbage and energy resources and policies linked?" "What is considered to be garbage in other nations?" "How does the collection and recycling of garbage impact people 'at home' and in other countries?" "To what extent do the daily choices you and members of your family make impact the spread of global garbage and pollution?" (adapted from Wisconsin Department of Public Instruction 1992).

Secondary students could explore the values and traditions of people who are immigrating to the United States from various countries around the world. The students could examine the reasons that current immigrants come to the United States. They could inquire about the historic and current immigration policies that enable or discourage immigration. Other areas of investigation could involve considering how the different immigrant populations have adjusted or not adjusted to their circumstances in the United States. As a part of their study, students could prepare statements concerning immigration policies and present them to national legislators (Laughlin and Hartoonian 1995).

Examples of global connections in *Wisconsin's Model Academic Standards for Social Studies* are as follow:

GEOGRAPHY

A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world.

A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world.

A.12.11 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world.

HISTORY

B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations.

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations.

B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world.

POLITICAL SCIENCE AND CITIZENSHIP

C.8.9 Describe the role of international organizations such as military alliances and trade associations.

C.12.12 Describe the relationship of the United States to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement.

ECONOMICS

D. 4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world.

D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment.

D.12.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.

THE BEHAVIORAL SCIENCES

E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters.

E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding.

E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices.

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Student Assessment in Social Studies

10

Assessing Learning in Social Studies

Politicians, policy makers, and others are demanding greater accountability of students, teachers, and schools. It is in this climate and context that assessment of student achievement and teacher accountability has led to the demand for multiple state-required assessments for Wisconsin students. Students, teachers, school administrators, school boards, parents, and community members at large all want to know whether students are attaining the knowledge and skills they need to succeed in their studies and to function as informed, responsible citizens.

Often results of assessments are either praised and accepted, or criticized and condemned, and are discussed widely by the media and the various publics, who may in turn demand more assessment of student learning rather than less. If the assessment results indicate a downward trend in scores or are reported as "less than average" or "less than expected," a huge public outcry arises and blame is passed around to all involved. Such results force new and greater demands for "better schools," "higher-quality teachers," the "development of a more rigorous curriculum," "greater in-depth instruction," and the "creation of even higher standards" that are intended to enable the United States to regain or retain its competitiveness in the global marketplace. Unfortunately, the media often present data from large-scale assessments that may address only part of the quality of instruction in schools rather than providing a more complete picture of education based on other evaluation or measurement data.

Student test scores are samples of behaviors and are influenced by several factors: (1) students' intellectual ability, (2) out-of-school-learning, (3) student attendance at school, (4) what is taught in school, and (5) opportunity to learn, among others. Only the last influence is linked directly to school instruction. Student socioeconomic status influences assessment results in that students who come from a stimulus-enriched environment are likely to score higher on assessment tests. Assessment scores are correlated with knowledge

Definitions

Alignment between standards, curriculum, instruction, and assessment occurs when substantial or closely related content, key ideas and skills are located in each of the components, rather than one or more of the components containing unrelated material.

Assessment refers to the process of describing, gathering, recording, scoring, synthesizing, and interpreting information that can be reported in a meaningful way.

Evaluation involves the making of judgments about quality, value, or worth based on an established criteria.

Measurement is a process by which educators use student responses to stimuli to make inferences and comparisons about students' knowledge and skills (McTighe and Ferrara, 1998).

and skills learned outside of school in settings where often there are a range of available resources, such as books; magazines; leisure time for parents to spend with their children; travel opportunities; and other stimuli that help develop verbal, communication, and problem-solving skills (Popham 1999).

Assessment in social studies can be designed to answer the following questions:

- To what extent do students, teachers, parents, and other community members understand clearly what is expected of students and how well students are performing?
- To what extent are the most important social studies concepts and key ideas being taught and learned in a particular class?
- To what extent are students performing (achieving) at desired levels relative to state and local social studies content and performance standards?
- To what extent are modifications needed in instructional materials, teaching strategies, and assignments?
- To what extent are students receiving necessary diagnostic feedback about their performance to determine whether they need to try new ways of learning?

Classroom and large-scale assessment has become an integral part of every teacher's responsibility. Assessments must be aligned with the content and performance standards, the local curriculum, the instructional strategies and skills, and the learning to be achieved. Sometimes modifications are made to enhance the learner's strengths and reduce weaknesses. Districts have a responsibility to provide staff development opportunities so that teachers are able to implement quality assessment, curriculum, instruction, and learning strategies.

What Forms May Assessment Take in School?

Large-Scale Assessments

Large-scale assessments, usually tests, are given in many classrooms and school districts, across an entire state or the nation, and are used to measure social studies knowledge and skills among students. They may be used in a variety of ways, depending on local and state policies (e.g., for public accountability, high school graduation, grade-level promotion, identifying schools in need of improvement, etc.). Tests may include selected-response items, such as multiple-choice, matching, or true-false items; or constructed-response items, in which students construct their own answers to given questions (e.g., short answers or extended responses). These tests are usually developed by test publishers, who specify in detail the specific conditions to be used in the testing situation to ensure that all students take the test under similar conditions.

> ***By failing to supplement standardized tests with richer, more meaningful alternatives, we unwittingly incite our communities to use only test scores to judge.***
>
> Mike Schmoker in *Results*

THE WISCONSIN STUDENT ASSESSMENT SYSTEM

The Wisconsin Student Assessment System (WSAS) consists of the Wisconsin Reading Comprehension Test (WRCT) administered at grade 3, the Wisconsin Knowledge and Concepts Examination (WKCE) administered at grades 4, 8, and 10, and the Wisconsin High School Graduation Test (HSGT) currently under development. The HSGT will soon be part of the WSAS, and

Wisconsin students, beginning with the high school graduation class of 2003–2004, will be required to take it. The WKCE and HSGT assessments are a move toward testing a more complex understanding of concepts and key ideas identified in *Wisconsin's Model Academic Standards for Social Studies* rather than mere recognition and recall of facts. The assessments sample discipline content knowledge and skills addressed in the social studies content domains (geography, history, political science, economics, and the behavioral sciences). They add information to the educational process but should not be the sole determinant of an individual student's achievement.

The National Assessment of Educational Progress (NAEP), begun in 1969, is designed to obtain nationally representative data that report the trends of educational attainment of children and young adults at ages 9, 13, and 17 in several content areas including history, geography, and citizenship in the social studies disciplines. This is optional in most states.

Local Assessments

Teachers usually develop local assessments and use them for formative evaluation purposes (e.g., to determine if some students need additional instruction on a topic being taught and to help in planning the next lesson or unit) or for summative evaluation purposes (e.g., for report card grades, promotion, etc.). They include the following:

TEACHER-MADE QUIZZES AND TESTS

The most commonly used tests are teacher-made paper-and-pencil quizzes and tests in which the teacher designs a common set of exercises. Teachers may use them to help determine whether students are progressing toward the attainment of not only their instructional objectives but also state and local standards.

PERFORMANCE TASKS

Performance tasks may consist of short- or long-term research projects, exhibits, recitals, displays, video productions, and the like. They may involve work both in and out of the classroom by individual students or groups of students. Usually they demand research into a topic, issue, or problem followed by a presentation of results. The presentation might be a video, a debate, a paper, a speech, or other project.

Authentic performance assessment refers to performances that would be required of students in real-life situations. These types of performances have great potential for engaging students actively in their learning and in taking pride in their accomplishments, for helping them gain deeper insight into academic content, and for providing a context for real-life situations beyond school.

Fred Newmann, Gary Wehlage, and Walter Secada (1995) identified a set of criteria for determining the extent to which assessment may be "authentic." Criteria include the extent of student engagement in (1) construction of knowledge; (2) disciplined inquiry; (3) elaborated, substantive communication; and (4) making connections to the world beyond the classroom.

Not all parents and children know what quality work looks like or understand the criteria for it. We must provide examples of what we expect students to strive for.

PORTFOLIOS

Teachers can use portfolios to help the students and others understand how the students' learning and development of skills and concepts has progressed over the course of a semester or longer. Portfolios offer more than a one-time snapshot of student learning; they offer a longitudinal approach that helps to put the results of a single assessment into perspective. Most often portfolios are grounded in events and experiences and include multiple measures of learning that indicate effort, progress, personal growth, long-term achievement, and accomplishment, and they may reflect student achievement over the space of a school year or even longer.

Student portfolios usually contain examples of a student's best work or representative samples of student work from several categories, for example, a book review, a letter to the editor or a government official expressing an opinion, summary results of an oral history project, a thoughtful essay, pictures of a project, and so forth. The student and the teacher should jointly develop guidelines for the content of the materials to include in the portfolio. The contents of the portfolio then become a basis for the assessment of student learning and achievement.

By showcasing a student's work, the contents of portfolios, such as tests, teacher observations, and the like, may also provide evidence that the student can use critical thinking skills. Some entries may involve interpretation, issue analysis, problem solving, reasoned persuasion, and research and investigation (Czarro, et al. 2001); others may show that the student can use strategies and process skills, can construct knowledge, can engage in self-monitoring skills, and has the ability to be self-reflective. Portfolios assess both student achievement and growth in authentic (real-world) contexts. They provide a rich and detailed picture of student learning and change and may well indicate the specific events, activities, or people that contributed to such change. In some settings, the development of portfolios may motivate students to strive for higher levels of accomplishment.

The portfolios enable students and teachers to communicate and discuss student progress with parents, counselors, and school administrators. Of course, students are free to share their personal portfolios with classmates and others (Stiggins 2001).

Spandel and Culham (1995) remind educators to ignore three myths about portfolios before engaging extensively in their use: (1) that portfolios automatically make a person a better teacher; (2) that portfolios are easy to manage; and (3) that portfolios make student learning easier. Students' development of portfolios presents challenges related to learning and assuming responsibility for their own learning.

In practice, teachers usually review individual portfolios alone and then with individual students. Oosterhof (1999) writes that each individual portfolio review may require an hour of the teacher's time. On the other hand, Tierney, Carter, and Desai (1991) argue that the use of portfolio reviews takes no longer than more traditional assessments because portfolio review involves a "refocusing" of time rather than "additional" time.

TEACHER OBSERVATIONS

Teachers can observe students' classroom work or their activities in the community to assess student learning. In this type of assessment, the teacher observes and evaluates the discussion, performance, or other behavior of students, individually or as a group, using a checklist or scoring guide to promote objectivity in the observation and evaluation.

What Cautions Should Accompany Assessments?

Assessments Represent a Sample of Student Work

An assessment is a snapshot of student performance at one specific time on content limited to that particular test. It can never tell the whole story of what students know and can do. Many variables can affect student performance on any occasion. Thus, it is important to supplement specific information gained from one test with other measures, such as teacher observations and students' performances on other tests and on a variety of homework assignments and projects.

To Be Valid, Assessments Should Reflect the Curriculum and Instruction

Assessment results do not assess instruction and student learning if the test's content fails to address what was taught and studied. Aligning curriculum, instruction, and assessment is important to show valid results.

Assessments Should Focus on Important Social Studies Concepts, Key Ideas, and Skills

Well-designed assessments provide teachers, students, and the public with information about how well students have learned and whether they can apply content and skills that are important to them as individuals and members of a democratic society.

Why Is Alignment Critical to Assessment?

- Alignment is necessary to assure that assessments and the learning experience are fair to students.
- Alignment is necessary for teachers to be effective in helping students achieve a high level of competency on the standards.
- Time to teach and learn is limited and valuable.
- States and school districts have created standards to identify what students should know and be able to do.

A poor alignment of standards, assessment, and curriculum will hinder student learning. For example, if elementary students are studying geography standard A.4.4, which asks students to offer examples of ways people interact with their local physical environment, and the local curriculum includes content and instruction pertaining to environmental issues in the local community, but the assessment of student learning focuses on people interacting with an environment in another setting or context, such as how people in Europe during the Middle Ages grappled with environmental issues, clearly the assessment is *not* aligned with the standards, curriculum, and instruction, and most likely the assessment of student learning would not be appropriate. The discipline-related models of instruction located in chapters 4 through 8 were designed to show ways to develop alignment between standards, curriculum, assessment, and instruction. Table 10.1 illustrates examples of good alignment.

A poor alignment of standards, assessment, and curriculum will hinder student learning.

TABLE 10.1 **Examples of Good Alignment**

Example	State Standard	Local Curriculum	Instruction	Assessment
Example 1. Study of geography in an elementary school social studies class.	A.4.4 Describe and give examples of ways in which people interact with the physical environment.	A unit in the district's curriculum focuses on specific examples where human activities have had a profound effect on the physical environment.	The instruction includes having students read about examples of how people have caused modification in the physical environment. Students are asked to show how people have affected the environment locally, using photos or sketches.	Students present their findings in booklet form. The teacher and class read the booklets and evaluate them using a scoring guide developed and shared prior to the assignment.
Example 2. Study of economics concepts in a United States history course at the middle school level.	D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption.	The district curriculum has a unit focused on concepts from economics and other social sciences that are important for interpreting events in U.S. history.	In the units of concepts from economics, the teacher has students learn to draw demand curves by carrying out surveys pertaining to quantities of various goods and services people are willing to buy at different prices.	The state's social studies test asks students to explain how the laws of supply and demand may be applied to explain what happened to the price of horse-drawn buggies as a result of mass production of automobiles.
Example 3. Study of the federal government in a high school civics course.	C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers.	A unit in the district curriculum includes lessons on the federal system and lessons asking students to monitor those systems using current media and to evaluate those systems using explicit criteria.	Students construct organizational charts pertaining to federalism using key events that illustrate problems and solutions related to federalism and the separation of powers.	An essay exam presents students with situations in which the officials or the institutions comply with the U.S. Constitution and provide reasons for related benefits or problems.
Example 4. Study of American Indian tribes and bands in Wisconsin in a high school U.S. history course.	B.12.12 Analyze the history, culture, tribal sovereignty and current status of the American Indian tribes and bands in Wisconsin.	The district curriculum focuses on the tribal sovereignty of American Indian tribes in Wisconsin.	The instruction includes the use of *Classroom Activities on Wisconsin Indian Treaties and Tribal Sovereignty* and definitions of sovereignty.	An essay exam asks students to define sovereignty and compare Wisconsin tribal sovereignty with U.S. sovereignty.
Example 5. Study of the behavioral sciences at the middle school level.	E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies.	The district curriculum includes the study of the major American institutions.	Students design charts identifying the ways in which each major institution affects people.	The tests ask students to describe how each of the institutions does or does not meet their families' needs.

(Adapted from a draft of *The Comprehensive Social Studies Assessment Professional Development Manual*, 2000.)

Is Social Studies Tested in the Wisconsin Student Assessment System (WSAS)?

The WKCE and the forthcoming HSGT are intended to provide a snapshot of student achievement in social studies to students, teachers, parents, and other appropriate bodies. The WSAS helps teachers and school districts design quality educational programs so that all students have many opportunities to learn important content, concepts, and skills. The WSAS is *not* intended to evaluate teacher effectiveness for teacher evaluation purposes. To use WSAS data for this purpose is a misuse of WSAS and may even hinder educational processes and overall school reform. The hiring and firing of school personnel is the responsibility of local school boards, and using WSAS assessment data, that is, using student standardized test scores, is inappropriate. The WSAS is not designed or intended to be used for teacher evaluation.

Children with disabilities must be included in statewide and districtwide assessments with individual modifications and accommodations as needed or through alternate assessments if necessary. Their participation helps district staff and parents judge whether academic performance is improving just as the participation of nondisabled children does. The Department of Public Instruction recognizes that unique challenges exist in involving children with disabilities in the assessment systems. For additional information see *Educational Assessment and Accountability for All Students: Facilitating the Meaningful Participation of Students with Disabilities in District and Statewide Assessment Programs*, published by the Wisconsin Department of Public Instruction (2000).

The WKCE, "Terra Nova," was developed by CTB McGraw-Hill and is given in the spring semester to students in grades 4, 8, and 10. Designed as achievement tests, items on the test are randomly selected from the entire span (easy to difficult), with the final outcome being the setting of proficiency scores. It contains both selected response questions, such as multiple-choice items that have a "correct" or "best choice" answer from which to choose, and brief constructed-response questions, which are fairly broad. The exam is closely aligned to *Wisconsin's Model Academic Standards for Social Studies*. Additional information and sample test items are available in *The Teacher's Guide to Terra Nova* (CTB McGraw-Hill 1997).

The HSGT will take effect in the 2003–2004 school year. As a certification exam, items are selected across the entire range of content, but the difficulty span has been compacted and proficiencies are set based on that span of difficulty. The primary purpose of this test is to determine whether students have met or have not met the twelfth-grade standards. The eligible WSAS content standards in social studies for the Wisconsin HSGT have been identified by teachers, curriculum leaders, administrators, teacher educators, community members, assessment experts, and policy makers. The eligible standards and examples of test items are published in *Wisconsin High School Graduation Test Educator's Guide 2000* and in *First View: A Student's Guide to the Wisconsin High School Graduation Test 2000*, available from the Wisconsin Department of Public Instruction (2000).

The HSGT, developed specifically for Wisconsin, has involved a collaborative process involving students, classroom teachers and administrators, discipline specialists, teacher education professionals, policy makers, representatives of the Department of Public Instruction, and test contractors. In summary, the development process has included the following steps:

- Identifying the purpose of the test
- Defining the discipline content and skills to be assessed
- Deciding on the format of the test
- Writing and revising questions for possible use
- Field-testing the questions
- Analyzing field-test data
- Examining validity and reliability studies related to the test
- Developing directions for test administration and interpretation of test scores

Thematic Strands in the Wisconsin High School Graduation Test

The courts have decided that certain criteria must be met in cases in which standardized tests are being used to hold students and schools accountable to standards and, in particular, in cases in which the test is used for purposes of commencement or promotion. The *Debra P. v. Turlington* (1981) decision sets the benchmark for all tests of this nature with emphasis on prior notification, assessment of material taught, and, most importantly, the principle that students have had an *Opportunity to Learn* (OTL) content as applied to the standards being assessed.

Ensuring OTL has become a central concern in developing curricula aligned with assessment and standards being assessed on the HSGT. In an effort to address this issue and develop blueprints and items for the HSGT, the DPI and its Office of Educational Accountability have organized all material for the test using *thematic strands*.

The philosophy of stranding is centered on the notion that through existing courses in social studies other areas may be "woven" into the fabric of what is taught, both in content and skills. For purposes of the HSGT, a concern was that school districts in the state are only required to teach three credits of social studies and yet assessment is made in five content areas. To meet this assessment criteria, the chart below shows the stranding that is used in test design.

STRAND I	**STRAND II**	**STRAND III**
A. GEOGRAPHY & D. ECONOMICS	C. POLITICAL SCIENCE & E. BEHAVIORAL SCIENCE (1)	B. HISTORY & E. BEHAVIORAL SCIENCE (2)

The strands serve as the basis of organization for items on the HSGT. As such, items are written to conform to one of the three strands using varying stimuli, standards, degrees of difficulty, and dimensions of thinking. For example, an item may have a geography stimulus, but the student will be asked an economics question. The same is true for the other strands. Behavioral sciences are split among political science and history with the same conformation as Strand I.

Items will be reported out according to strands, with breakdowns for the combinations being woven in each case, in hopes that this tool will allow for greater degrees of curricular alignment with standards and assessment with little or no major revision of curricula.

Social studies standards that are not being assessed in large-scale assessments are also important and should not be ignored. Some are best assessed at the classroom or local school level because they cannot be adequately assessed on a large-scale short-answer, multiple-choice test. The idea of assessment is to find out not only what a student has learned (content knowledge) but also what a student can do (apply and perform) in another setting or context, perhaps beyond the classroom.

Social studies standards that are not being assessed in large-scale assessments are also important and should not be ignored.

Local School Boards Determine How the Tests Are Used

Each local school board determines its high school graduation policy and its grade advancement policy for fourth and eighth grades. According to existing law at the time this guide was written, parents may still excuse students from the WKCE and the HSGT tests. (Wisconsin Statutes 118.30(2)(b)3.) By September 1, 2002, school boards must develop a high school graduation policy and a grade advancement policy that includes the following.

For the grade advancement policy, the criteria must include:

- Pupil's score on the fourth or eighth grade examination
- Pupil's academic score performance
- Recommendations of teachers, solely based on pupil's academic performance
- Other academic criteria specified by the school board.

For the high school graduation policy, the criteria must include:

- 13 credits—4 English, 3 social studies, 2 mathematics, 2 science, 1.5 physical education, .5 health education
- Enrollment in a class or other board-approved activity each class period of each day
- Pupil's score on the high school graduation test
- Pupil's academic performance
- Recommendations of teachers.

The school board is strongly encouraged to require an additional 8.5 credits. In fact, all Wisconsin districts with high schools already require credits beyond the 13 specified by legislation. School boards may also require community service as a graduation criterion.

To be successful on WSAS tests, students must have challenging social studies curriculum content, experience a range of learning opportunities so that they create and gain social studies content knowledge, acquire and develop a range of critical thinking inquiry skills, and are able to apply these learnings in a variety of settings within and beyond the doors of the classroom.

Additional Information Related to Good Assessment

To establish high-quality classroom assessment, several criteria are essential.

Assessment Criteria Must Be Shared with Students

Learning targets (goals and objectives) must be clear and appropriate and must include statements about what students are to know and be able to do. It is important that students have the prerequisite skills, for example, the ability to read the directions for a specific task or the appropriate test-taking skills. In addition, there must be a sufficient number of questions to allow for a reasonable sampling of student learning that may help reduce the random influences on assessment results. An assessment does not have to be long to ensure dependability. Criteria (rubrics) for assessment task success should be shared with the students (and their parents) so that suggestions for improving student learning or reasons for a poor performance can be discussed on the basis of supporting data.

Assessment Should Be Varied and Ongoing

Multiple methods of assessment related to various types of instruction such as objective and essay tests, performances, projects, oral presentations, drawings, checklists, observations, conversations, self-reports, and the like are used to measure different learning targets such as content, concepts, reasoning skills, projects, or affect. As a result different performance tasks are used to assess products, processes, procedures, attitudes, and social skills (Tombari and Borich 1999). A reasonable practice is not to rely on any single assessment method but to provide opportunities for students to demonstrate what they have learned not only throughout the instruction or activity but also in different ways. Students may respond more effectively to one type of assessment than to other types. Assessments should be selected on the basis of providing a fair indication of student achievement. It is important that all scorers use the same scoring procedures based on the same scoring criteria (rubrics) when assessing the performance or product of all students.

Assessments Should Be Based on Teacher-Identified Evidence

Assessments must be valid in that they must measure what they are intended to measure, that is, what is being taught. Teachers need to ask themselves, "Am I assessing what I want my students to learn?" "Have I defined what I will accept as evidence of learning?" "Am I assessing what I teach?" "Does my assessment measure what I intended?" "What changes, if any, are needed?"

Assessments Must Be Fair and Reliable

Assessments must be fair in that all students must have an equal opportunity to demonstrate achievement, and the assessments must be dependable across time. Fair assessment practices are nondiscriminatory, unbiased, and uninfluenced by irrelevant factors. Key components of test fairness include students' knowledge about learning targets and methods of assessments. Students must have had an opportunity to learn the discipline content knowledge, concepts, and skills being assessed.

Assessments Must Lead to Retention of Knowledge and Skills

Assessments should have positive consequences for student learning and motivation, especially if they allow for active learning and are relevant to students' lives. If the assessment is an objective multiple choice test, often students are more likely to memorize information; if the assessment requires extended written essay responses, the students tend to learn content in larger contexts and look for "big ideas"; and finally, if the assessment requires problem solving, then students need to learn to think about the issue being studied and apply what they have learned to solve the problem.

Assessments Must Be Practical

Practicality and efficiency (timeliness) in assessing student learning are essential. In selecting among various assessments methods, teachers must consider many factors: whether an assessment is doable, their familiarity with the various methods, the time required to construct and administer an assessment, ease of scoring and interpreting the data, and the overall costs (monetary, human, and emotional) related to the assessment process. Performance assessments and essays may be scored in a variety of ways, such as holistically, through the use of rating scales, or by analytic scoring based on criteria (rubrics). The design of a scoring plan, and the development of rubrics, defines the level of student accomplishment or achievement for a particular task as being advanced, proficient, basic, or minimal. Teachers must also consider the ways of reporting assessment data accurately to students, parents, and others.

Large-scale testing has a limited and possibly unfortunate influence on school-reform efforts unless school districts accompany them with other, richer and more precise classroom assessment information. The primary purpose of classroom assessment is to enable teachers to adjust their teaching strategies to meet students' learning needs to improve their achievement level. This is a change from using assessment primarily to evaluate students to provide evidence for grading (McTighe and Ferrara 1998). Teachers should employ various kinds of assessment measures in conjunction with other sources of information to provide a balanced and systematic assessment program.

Teachers should employ various kinds of assessment measures in conjunction with other sources of information to provide a balanced and systematic assessment program.

Examples of Other Classroom Assessment Tools

- ***Checklists*** can indicate mastery of certain materials or skills and are often used to record whether a particular behavior, such as active participation in a class discussion, was observed. Using checklists requires only entering a "yes" or "no" check mark in the appropriate space. They are efficient, can be scored while the behavior is taking place, and can assess several attributes at the same time. Checklists are especially helpful at the elementary level where classroom observation is used rather than testing. They can indicate which students may or may not need additional work in specific areas. Checklists can also provide diagnostic feedback to learners.

- ***Holistic scoring*** provides an overall index of a performance, usually on a 5- or 10-point scale. Decimals indicate finer gradations of performances, as in gymnastic or ice-skating performances during Olympic competition. Holistic scoring allows a teacher to render a single overall grade or score on a piece of student work, such as scoring a written essay response based on established evaluative criteria that offers a judgment of overall quality.
- ***Anecdotal records*** are short written records that report objectively on behaviors or performances. Such information can be useful to document improvement or nonimprovement of student performance. Teachers can use anecdotal records to assess achievement in the cognitive, affective, and psychomotor domains. For example, a teacher can assess citizenship behavior by observing student behavior on the playground or in the hallways. Such data would help the teacher observe if students are practicing the citizenship skills they have learned in the classroom in other settings. Anecdotal records are instructional and provide a useful record of student achievement or behavior that is not a part of formal assessment. They may help teachers observe behavior that may have gone unnoticed if only structured checklists were used.
- ***Demonstrations*** ask students to demonstrate their knowledge by transforming that knowledge into another form. For example, ask students to read about a particular act of Congress, such as the establishment of the Civil Rights Act of 1964, and evaluate its importance or significance over the years, assess its impact and lasting effects, and predict its future over the next decade. Younger children might create a story map based on a social studies–related story or biography read in class. Teachers may assess student learning at several grade levels by having students create timelines, graphs, charts, flowcharts, and tables based on the content studied.
- ***Exhibitions*** of student work such as a school or class social studies fair, National History Day projects, We The People competitions, mock trials, or National Geographic Society map competitions provide opportunities for students' success as they display and explain what they have learned.
- ***Student-led parent conferences*** allow parents, students, teachers, and administrators to discuss student progress, youth developmental issues, the school's curriculum, and so forth, all of which are important for communication between the family and the school and contribute to student learning and responsibility. Student-led conferences enable students to share information about their individual accomplishments and proficiencies. They provide detailed information about student achievement, offer opportunities for follow-up questions and discussion, and allow for the planning of possible learning experiences and activities that involve both school and home learning.
- ***Performance examinations*** require students to perform a specific task, such as writing and revising an essay, or performing tasks based

on a specific prompt rather than simply responding to questions at the end of a chapter or textbook unit. Other performances could include oral presentations and projects that can be integrated into the ongoing curriculum. Some of the performances could be original and reflect student creative expression.

- ***Proficiency exit examinations*** often combine portfolio reviews, performance examinations, classroom projects, research papers, and sometimes standardized tests. Such examinations are often considered rigorous in that they rely on multiple assessment experiences for grade level promotion and high school graduation.

Other Assessment Strategies

To assess student learning in classroom settings, teachers may decide to use student creative works from art and writing assignments. Also useful to assess students' understanding of an event is asking students to engage in a role-playing activity that could be videotaped. Having students evaluate their own performances may be helpful for both teachers and students because such self-evaluations may describe the day's or week's learning activities.

It is important to keep in mind that data collected must be interpreted accurately based on the overall purpose of the assessment task. The expanding use of technology enables the storage of assessment data over time. The ability of teachers to access and use these data should help them make more realistic and reasonable instructional decisions to promote student learning.

Assessing student learning is not an easy task, and its importance is likely to increase in the next few years. Most likely there will be an increase of performance-based assessments. Also likely will be new forms of assessment, some involving the use of new technologies that may include a greater reliance on problem-solving skills, the use of simulations, and more effective assessment in the affective domain. These possibilities and others will certainly challenge teachers, students, parents, and policy makers to provide quality assessment tools and tasks for Wisconsin students.

No single type of assessment is able to measure everything a student knows or can accomplish. Most often standardized tests do not sufficiently or frequently enough capture the kind of educational experiences that schools should provide to students. Teachers should assess student learning on a regular basis as an integral part of their teaching responsibilities. The challenge is to match the standards, assessment, curriculum content, and instruction.

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Technology in the Social Studies

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School districts in Wisconsin are making huge investments in computers and wide-area networks that allow for electronic communication via the Internet and World Wide Web. Recent developments have created new opportunities for powerful social studies teaching assisted by computer-based technology. Major improvements have taken place in both hardware and software as well as in wide-area networks. Using the right combination of hardware and software can help enhance student skills in information retrieval, the presentation of data, the comparison and evaluation of different perspectives, and critical reflection and decision making. All of these intellectual operations and skills are key to constructing knowledge about authentic problems, topics, and issues related to the common good through the use of disciplined inquiry about matters that have value beyond school. As is often the case, efforts to take advantage of these opportunities in the classroom make important demands on individual teachers. Successful computer-based instruction requires careful planning, informed choices of hardware and software, and the matching of learning outcomes to curricular goals and objectives.

We are in the midst of an information revolution comparable to the invention of moveable type in the 15th century.

The Gender and Racial Gap

Advancements and investments in technology in Wisconsin and in the nation do not imply that all students have equal access to technology or to rich learning experiences with technology. Many scholars have observed that gender and racial gaps continue to exist regarding equal access to computers in school. In a recent review of 15 years of research Butler (2000) concluded that a gender gap is with us for a variety of reasons:

Gender and racial gaps continue to exist.

- A cultural bias still exists that technology is a male domain.
- In schools, boys' aggressive behavior combined with a "first come, first served" policy means boys tend to get the available seats in the computer labs.
- Software is still biased toward the interests of boys.
- Differences exist in computer use by boys and girls: boys tend to prefer games and random play, and girls seem to prefer goal-oriented computer use. Many girls prefer group work and collaboration rather than working alone.

- Young adolescent girls' rate their self-perceptions and attitudes about computer ability lower than boys rate themselves. Females tend to be disproportionately represented among those who suffer computer anxiety.

Butler (2000) also addressed research about how to increase girls' use of computers.

- Give girls greater exposure to computers in the middle school years.
- Require all students to take technology classes to develop skillfulness.
- Provide supervised computer time to insure equal access.
- Provide a variety of learning activities on the computer, particularly those that require collaboration on significant learning outcomes.

Equal access and use of computers by race is largely related to socioeconomic factors and culture. Hoffman and Novak (1998) suggest that the most dramatic difference between whites and African Americans is home computer ownership, and this difference persisted when the study adjusted statistically for the students' reported household income: "Whereas 73% of white students owned a home computer, only 32% of African American students owned one." Yet despite these differences, higher levels of education translate into increased computer and Internet usage by both groups. Increased education levels are associated with access, and access translates into usage. Schools need to work hard to provide access to computers and to engage students in meaningful learning that develops the requisite knowledge, skills, and dispositions, so they can increase their civic participation and communication via our emerging teledemocracy. The idea of teledemocracy will be more fully developed in our discussion of the Internet.

Through the use of technology, teachers now have the ability to access social studies curriculum resources far beyond the traditional textbook.

Although the problems of access and cultural patterns of computer use will not be ameliorated in the short run, schools and teachers can address this condition by developing social studies programs that infuse technology into classes and instruction designed for all young people. Regular use and appropriate modeling can affect student dispositions toward the use of technology and its utility as a tool to assist them in learning social studies.

Most social studies educators believe that the primary purpose of social studies is to prepare young people to participate in our democratic system. This belief pervades this guide and *Expectations for Excellence: Curriculum Standards for the Social Studies* by the National Council for the Social Studies (NCSS) (1994). Civic-minded people have a deep concern for the common good and are disposed to work for the general welfare of all individuals and groups within the community. For this important goal to be realized, young people need an education that helps them construct personal, academic, pluralistic and global perspectives. These perspectives enable them to use knowledge to conceptualize contexts of issues or phenomena; consider causality; inquire about the validity of explanations; and create new explanations and models for grappling with persistent or recurring issues across time, space, and cultures.

Central to teaching that is guided by these features is having access to a rich body of information. In this regard computer-based technology and telecommunications enable people to access a rich information environment and to arrange information in a variety of formats to construct knowledge. Social studies classrooms and departments are fertile territories for technology infusion to help students better inquire about historical and contemporary problems and issues. Technology has the potential to make a difference in student achievement if computers are used to help learners think critically about topics and problems that are central to the common good.

Social studies teachers who are interested in employing computer-based technology have access to a literature base that offers examples of how to use technology during instruction. Teachers also have access to hundreds of computer-based products. Many of these products exhibit excellent technical qualities. The challenge in both cases is for teachers to determine the effective technology interventions in the social studies classroom.

Technology Questions to Consider

DOES THE USE OF TECHNOLOGY

- help learners gain the knowledge, skills, and attitudes necessary for them to participate in democracy?
- help learners develop personal perspectives that enable them to explore events and persistent issues and to make informed choices that reflect assessment of personal and societal consequences?
- help learners construct an academic perspective that reflects interdisciplinary knowledge?
- help learners construct a pluralistic perspective based on diverse viewpoints and recognize that these differences are desirable qualities in a democratic society?

The Relationship of Technology to Powerful Teaching and Learning

Powerful teaching and learning are accomplished when social studies is meaningful, integrative, value-based, challenging, and active (NCSS 1994). In Wisconsin, the challenge teachers and curriculum-development teams confront is not so much access to technology, but how to use technology to have students construct knowledge about significant social understandings that have value beyond school. This is essential to the life of our democratic system. It is important to evaluate the extent to which the products' content, organization, and activities relate to the purposes of social studies and to one or more of the five features of powerful teaching and learning.

Meaningful: Does the Technology-Based Product Help Promote *Meaningful* Social Studies?

Social studies is meaningful when students learn networks of knowledge, skills, and values that are useful in and out of school. By their design and organization, technology-based products can represent these networks in powerful ways. Meaningful learning requires the study of a few significant ideas or topics in depth as opposed to surveying numerous topics superficially, and a useful technology product capitalizes on technology's potential to provide a rich and deep information environment. Meaningful social studies is also promoted by the way topics and content are presented and developed. New topics are introduced by referencing where they fit in the big picture. Content is developed in ways that help students see relationships among elements. Current educational technology can help students navigate and understand these relationships.

The very design and organization of many computer-based products such as the Internet and World Wide Web, CD-ROMs, computer software, and videodiscs can provide a rich information environment to help students identify and understand the relationship among these elements.

Integrative: Does the Technology-Based Product Help Promote *Integrative* Social Studies Instruction?

Social studies is integrative when the curriculum and instruction address a broad range of content, concepts, generalizations, and ideas in an interdisciplinary manner. Relevant information is drawn from the social sciences, history, the arts, and the humanities.

The Internet with its vast network of Web sites can provide cross-disciplinary information from the social sciences, history, the arts, and the humanities to assist integrative learning.

Value-Based: Does the Technology-Based Product Help Promote *Value-Based* Social Studies Instruction?

When students grapple with the ethical and social policy implications of historical and contemporary issues, teaching is value-based. Instruction enables students to be sensitive to the values, complexities, and dilemmas involved in an issue; consider the cost and benefits to various groups; and develop well-reasoned positions that reflect an awareness of the potential social policy implications of their value-based decisions.

Numerous multimedia products such as videodiscs, CD-ROMs, computer software, and Internet Web sites can help teachers and students develop the necessary information and perspectives needed for value-based instruction.

Challenging: Does the Technology-Based Product Help in Planning Social Studies Instruction That Is *Challenging?*

Instruction is challenging when social studies teachers expect students to accomplish instructional goals both as individuals and as group members. A good technology-based product encourages students to function as a learning community. Students work collaboratively to deepen their meaning of content and are exposed to sources of information and varying perspectives on historical and contemporary topics and issues. Instruction is directed at critical or creative thinking, suggested solutions to problems, and well-reasoned positions on policy issues. The content provided in the product and the environment plays a dual role: providing the support basis for reasoned opinions and judgments and providing a basis for students to challenge their own and others' positions on issues. Content and its meaning are deepened when students carry on substantive conversations that consider alternative perspectives on historical and contemporary problems, topics, and issues related to the common good.

Many computer-based technology products and activities encourage students to work collaboratively and require teams of students to make decisions about a variety of public policy issues such as immigration, prejudice, violence in the media, and the environment. Content plays a dual role of providing the support basis for reasoned opinions and judgements and a basis to challenge students' positions on issues.

Active: Does the Technology-Based Product Help in Designing Learning Activities That *Actively Engage* Students in Significant Social Studies Content?

Students are actively engaged when instruction is directed at helping them construct knowledge so as to develop important social understandings. Good technology-based products provide opportunities for students to play active roles in authentic activities. These require the use of content for accomplishing life applications such as debates, role-plays, construction of models, interviews, community participation, and simulations of trials or legislative activities.

Technology Links to Wisconsin's Model Academic Standards and Powerful Teaching and Learning

Skillfully designed technology-based products and Web sites may exhibit outstanding technical qualities and match a school's technology resources but be a poor match for the kind of social studies curriculum necessary to implement *Wisconsin's Model Academic Standard for Social Studies.*

To help determine a product's appropriateness and potential effectiveness in the social studies classroom, one should evaluate the extent to which its content, organization, and activities relate (1) to the purposes of social studies, (2) to one or more of the five Wisconsin social studies curriculum themes identified in this guide, and (3) to factors that are essential to powerful teaching and learning in social studies.

Making Decisions About Using Computer-Based Technology

The landscape of social studies has been reshaped by the publication of *Expectations of Excellence: Curriculum Standards for the Social Studies* (NCSS

1994), which contains the National Council for the Social Studies statement "A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy"; the establishment of the National Board of Professional Teaching Standards; *Wisconsin's Model Academic Standards for Social Studies*; and this publication. These professional organizations endorse authentic teaching and student performance within a framework of powerful teaching and learning. These major developments require social studies teachers and curriculum developers to make decisions in three areas about how to integrate technology into instruction. They are

- hardware configurations that allow the implementation of technology-based products;
- multimedia/hypermedia products, authoring programs, and telecommunications; and
- the relationship of technology-based products to curriculum standards and powerful teaching and learning of social studies.

For each of these areas, a number of questions for social studies teachers and curriculum developers and writers to consider as they incorporate technology-based products into their instruction require thoughtful responses. Answering these questions will help promote the effective use of technology in the social studies.

Hardware: Configurations, Use, and Power

Hardware and software change rapidly. For example, programs today are much more sophisticated and interactive than their predecessors; so too are telecommunications-dedicated software products. All of this requires computers with greater processing capacities, memory, hard-drive space, and ports for peripheral devices. To share in the benefits from advances in technology embodied in current software and telecommunications, social studies educators must participate in the ongoing acquisition and upgrading of their schools' technology facilities. School personnel should budget for major hardware changes every three to four years. Determinations about what type of hardware to acquire, or what upgrades to invest in, should result in answers to the four questions listed here.

School personnel should budget for major hardware changes every three to four years.

Hardware-Related Questions to Consider

1. What are the instructional tasks and levels of complexity needed? Do I have the necessary technology and technological knowledge?
2. Do my computers have sufficient storage space and memory to run the desired software application?
3. What type of technical delivery system will be used: single computer(s) or computers attached to a local-area network (LAN), a wide-area network (WAN), or the Internet?
4. Is the speed (bandwidth) of the network sufficient to accomplish the instructional task in an efficient and timely manner?

It is important to consider the first question so that sound decisions can be made about the type of computer technology needed and how it will be used in social studies. If the tasks will require only basic word processing, spreadsheets, and databases, inexpensive computers with few enhancements will suffice. Alternatively, if the computer will be used for tasks such as sophisticated desktop publishing, elaborate multimedia presentations, or elaborate use of the Internet, then the software applications required for these tasks will demand more powerful (and faster) computers and a wide array of peripheral devices. The use of multimedia, hypermedia, and telecommunications places extra demands on computer memory and hard-drive space. Multimedia programs often require additional audiovisual (AV) ports to attach peripherals such as digital or video cameras, scanners, and videodisc and compact discs-read/read and write (CD-R/RW) drives.

Advances in both computers and software allow for the implementation of computer networks. Networks allow students working in computer labs within the same school, in schools within a district, or in schools among districts to work together by transferring information to each other via computers. If activities such as these are judged to be of value, then one needs to consider whether the school or district's current networking technology is up to the task. Computers in a school computer lab or within classrooms are connected by a local-area network (LAN), which allows computers to communicate with one another. Similarly, a wide-area network (WAN) allows computers located within a school district to communicate.

To accomplish instructional tasks where many students will be using computers at the same time, the network needs to have the capability (bandwidth) to transfer information in a timely manner. Generally speaking, unless the connection is based on optical fiber, increasing the number of persons using the connection simultaneously decreases the transfer rate of information. Teachers should not have students sitting around drumming their fingers waiting for information to appear on-screen. Waiting for information can become particularly problematic when accessing the Internet during work and school hours.

Computer-Assisted Instruction

During the 1980s, computer-assisted instruction (CAI) was an important part of classroom computer use. Today the use of CAI in social studies is starting to be eclipsed by various tool uses of computers: word processing, communications, research, and multimedia and hypermedia production. CAI is available on the Internet and has greatly improved in creativity and quality; many programs offer motivating experiences for students in analysis, problem solving, and decision making.

To guide the evaluation of this enhanced class of computer-based instruction products, the following questions to consider are offered:

QUESTIONS TO CONSIDER

1. How does this computer program help achieve my objectives for this unit of study? To what extent can I modify the program to fit my plans?

2. Does my computer system have the right hardware to run this program (required memory, printers, speech synthesizer, other peripherals)?
3. Is the program easy for students to use? What preparation do students need to use the program? What preparation do I need to use the program in my classroom?
4. Does the publisher offer technical assistance, free or inexpensive updates, and network licenses?
5. Does the program offer multiple options for delivery? For example, can the program be used over the Internet or linked to sites on the World Wide Web (the Internet's hypertext-based environment)?

Hypermedia and Multimedia for Teachers and Students

Hypermedia refers to the ability to traverse a web of information in diverse forms: text, graphic, audio, and video.

Hypermedia refers to the ability to traverse a web of information in diverse forms: text, graphic, audio, and video. Hypermedia is best thought of as an environment within which we can draw upon information stored on videodisc and CD-ROMs and take advantage of digitized video from a variety of formats, including the Internet (Braun, Fernlund, and White 1998). But the environment must be created by tool-hypermedia software. Such programs help teachers and students assemble multiple types of information about topics in the form of photographs; video and animation sequences; charts and graphs; text, sound, and graphics; and access to Web sites. The source of information may include print materials as well as videodiscs, CD-ROMs, Web sites on the Internet, audio recordings, scanned images, and digital camera slides. Hypermedia and multimedia presentations created by a commercial publisher or by the teacher or student can provide powerful perspectives on another time and place in history and on modern topics and problems that reach beyond written text.

The evaluation of hypermedia and multimedia in social studies can be viewed from two perspectives: (1) students and teachers as users of commercially developed packages, and (2) students and teachers as creators of hypermedia and multimedia presentations.

Teachers and Students as Hypermedia and Multimedia Users

Hypermedia and multimedia products from such organizations and commercial companies as National Geographic, ABC-News Interactive, and Scholastic offer user-friendly packages for presentations, research, and inquiry activities. Whether they use videodiscs or CD-ROMs, most programs have interfaces that allow the user to navigate easily through the program. Multimedia packages can be presented as a whole or can be modified as necessary, with only those segments chosen that are needed for the presentation.

The use of commercially prepared multimedia can help teachers provide variety in instruction and, just as important, can offer opportunities for in-depth exploration of ideas and questions. Lectures and large class presentations that incorporate multimedia can include a variety of maps, historical footage, excerpts from famous speeches, photographs, interviews, and graphs that add a powerful component to learning. Remote and abstract issues are transformed into something that students can grasp using visual information as well as print resources.

For use of already developed multimedia packages, consider the following questions:

MULTIMEDIA-USE QUESTIONS TO CONSIDER

1. Do I have the necessary technology to use this multimedia package, including sufficient computer memory, a videodisc player or CD-ROM drive if needed, and a large-screen monitor or projection device for large-class viewing?
2. What is the perspective of this commercial package? How does this viewpoint differ from other resources that I plan to have students use?
3. Is this product to be used by teachers or students? Do I want to use the entire package or select a particular part?
4. In what ways will this use of technology enhance my students' learning? How can I assess the impact on learning?

Teachers and Students as Hypermedia and Multimedia Creators

Teachers can become producers of their own multimedia lessons. Students can create individual or group presentations that develop their skills in information retrieval and communication as well as create presentations that provide evidence of their understanding of the social studies content and their own perspectives. Working at this level requires technical skills; access to multimedia workstations; and sufficient time to create, use, and evaluate the product.

Hypermedia and multimedia projects do require skills in the use of technology. Hypermedia authoring programs such as Hyperstudio, PowerPoint, and Director enable the user to access and integrate information from such diverse sources as the Internet; sounds or clip art pulled from public-domain software; photographs from a digital camera; images from a scanner, and clips from a video camera, videodisc, or CD-ROM. As a creator of hypermedia or multimedia, the teacher or student is not limited to a single videodisc developed by a single publisher.

Students can spend a great deal of time collecting the information from a wide variety of sources for the multimedia project and then designing an attractive, informative presentation. Some examples follow.

Elementary Example Using Hypermedia and Multimedia

One team of elementary social studies teachers teaching Wisconsin history refocused their instruction about immigration using hypermedia and multimedia. The topic was why people immigrated to the United States and Wisconsin. During the initial discussion of the unit, the teachers considered how students could construct knowledge about the unit problem, what disciplinary content and inquiry methods would be used, and how solving the unit's problem would allow learners to make connections to the world beyond the classroom. Within these perimeters the team built instructional procedures and activities that provided for higher-order thinking, the development of deep knowledge, substantive conversations, and student demonstration of learning. Likewise, the teachers considered how technology could be utilized to deepen student learning.

Identifying the role technology would play was easy and central to the unit. The teachers found and used a CD about Ellis Island that provided background information on immigration. Additionally, Internet sites on immigration as well as nonelectronic resources such as textbooks, literature, and interviews with parents also provided information on immigration. Third, teachers tapped into the local "Senior Net," an E-mail system that paired students with local senior citizens for an intergenerational dialogue about when and why the local seniors or their ancestors immigrated to Wisconsin. In class, students compared these data to the larger question about why people immigrated to the United States. Collection and analysis of data using this wide variety of resources addressed the categories of construction of knowledge, disciplined inquiry, higher-order thinking, and deep knowledge. Connections to the world beyond the classroom were achieved when students interviewed parents and older adults. Substantive conversations took place as students conversed electronically with their older adult correspondents, interviewed their parents, then returned to the classroom to reflect further on their data and the central question under investigation, "Why do people immigrate?" Last, students demonstrated their learning by putting together a PowerPoint slide presentation about how immigration affected their families.

High School Example Using Hypermedia and Multimedia

In another example, a United States history teacher was teaching about the 1920s and planned a deep investigation into the topic. Learners were asked to compare the manifest and latent effects of Prohibition and the United States' modern war on drugs. The investigation made use of traditional print material, textbook, and hypermedia. In advance of instruction, the teacher had identified the relevant Web sites for both topics and had developed an instructional Web page that had historical and contemporary information and data on the manifest and latent political, social, cultural, religious, and economic effects of both topics. Throughout the investigation learners assembled a variety of information to determine if the costs of the latent effects and consequences were greater than the manifest intentions of each policy. The unit culminated in students using either Hyperstudio or PowerPoint to present their perspectives.

These examples highlight exciting projects for teachers and students who are advanced users of technology. Such projects raise new questions in evaluating technology for the creation of multimedia projects in the social studies.

Multimedia-Creation Questions to Consider

1. Are the school's technology resources sufficient to produce a multimedia product? Are workstations available for the time required to develop multimedia?
2. What authoring program is best, given my students' previous experience and the time I have allowed for this project?
3. What do my students already know about multimedia? What technical skills do I need to teach? Are there expert students who can help other students?
4. How will I evaluate student-created multimedia projects? What are my requirements for the content of the presentation as well as the technical production?
5. Does school policy allow teachers and students to post Web pages on the Internet?

The Internet in the Classroom

The tremendous growth in telecommunications has brought online services, specialized electronic networks, Web pages, E-mail, software, and global information resources to homes, businesses, and schools. Many people now list E-mail and Web site addresses on their business cards. The Internet and its World Wide Web constitute both a medium of communication and a gateway to information resources. It is an environment in which millions of people participate in the creation and exchange of information. For social studies, the Internet serves as a research and learning tool that has the potential to increase the civic participation of citizens. Larson and Keiper (1999), along with other social studies educators, suggest that technology allows us to access information and communicate across boundaries of time and space and allows an unmediated form of participation in a liberal democracy. This new form of democratic participation is referred to as teledemocracy. *Tele* means remote or distant and *democracy* is a participatory form of government in which people hold the power. Through technology, citizens can now access news about issues, people, and events without an intermediary.

Technology allows us to access information and communicate across boundaries of time and space and allows an unmediated form of participation in a liberal democracy.

Teledemocracy

> Supporters of teledemocracy highlight many ways in which this form of communication enhances liberal democracy: it creates a direct link between citizens and government, ensuring accountability of representatives; it provides a [illegible] feedback system, giving representatives instant public opinion; it facilitates direct public participation through voting devices and direct interaction between citizens and policy makers; its electronic networks provide an excellent means for creating political agendas; its new technologies create new ways to educate the electorate on important issues; and it creates an excellent information source. (London and Winford, cited in Larson and Keiper 1999:49)

Teledemocracy has many applications in the social studies classroom, where students construct knowledge through disciplined inquiry about topics, problems, and issues related to the public good. The Internet provides sources of public information about these matters and allows students to engage in extended conversations via electronic discussions. Learning experiences that engage students in deliberating issues, topics, and problems have value beyond school and may well foster the disposition to participate politically. Democracies do not work very well when citizens do not participate. Before students and teachers can incorporate teledemocracy or other uses of the Internet into instruction, teachers and students need to have knowledge and skills to make the Internet work for them.

Use of the Internet

Most of the popular press has Web sites, as do all of the television networks.

The information accessible through the Internet can vary based on the Internet services available from a school's library or media resource center and the classroom or computer lab. Schools often place their most expensive and extensive research tools—such as full-text periodicals, newspapers, and magazines—in a centrally located system in the school library. Teachers can regularly use the Internet for current events, assigning students a particular area, such as economics or politics, or a particular region of the nation or world. Most of the popular press have Web sites, as do all of the television networks. Additionally, the University of Michigan's daily news service and Vanderbilt's television news archives provide students with online assistance with current events research. Two hundred U.S. daily newspapers are available through electronic access. Many journals and electronic libraries provide their own assistance with searches, such as the Library of Congress and *Time* magazine's Web site, *The Pathfinder.* Lessons that focus on particular Web sites and search strategies are available to teachers in such books as *Educators' Internet Companion* and Web sites such as Classroom Connect; Busy Teacher's K–12 Website; and Teachers Helping Teachers.

INTERNET-RELATED QUESTIONS TO CONSIDER

1. What structure and skills do I need to provide my students so they can focus their research?
2. What research sites are available through my access to the Internet? Do students need to use the library computers or can this activity be done in my classroom?
3. How much time will I allow for the Internet search, and what specifically do I want students to accomplish?
4. What directions do I need to prepare for students that will allow them to focus their research?
5. What skills do I need to teach students about evaluating the credibility and accuracy of information retrieved from the Internet?
6. What kind of "acceptable use policy" for the Internet should our school have?

For students to conduct a successful search on the Internet, they will have to have some skill at using an Internet browser and be familiar with a search engine's syntax so they can design queries for information. The Internet browser allows a user to retrieve documents, video, pictures, and sounds from the Internet. The search engine and its syntax enable the user to structure the search for a particular topic or type of information. It takes time to learn the syntaxes of search engines. A teacher who teaches students these skills, with the help of the library media specialist, can save time and reduce frustration on the students' part.

Browsing can be an absorbing and sometimes distracting activity, but a teacher's specific directions can limit the time required without destroying the student's curiosity. Likewise, the teacher should monitor student activities on the Internet. Teachers need to be very explicit about what roads can be traveled on the Internet. Some schools use commercial Internet services, such as America Online filtering software, to control student accounts for E-mail and Internet searching. Examples of other filtering software are Cyber Patrol, CyberSitter, Cyber Snoop, KinderGuard, Net Nanny, and SurfWatch. These programs have some usefulness at preventing students from visiting inappropriate sites. They have the disadvantage, however, of blocking out information that may be useful, thereby rendering teacher-developed Web pages and WebQuests instructional activities ineffective. Further criticism of these practices is cast in First Amendment arguments that include freedom of speech. In addition, with ever-evolving student computer skills and literacy, many students are able to circumvent the filters. It seems to be a game of who can build a better mousetrap and for how long. To formulate an effective acceptable use policy for the school, it is important that parents, teachers, and students discuss issues of limiting access to particular Internet resources, limiting hours of use or time of day, and monitoring electronic conversations.

Browsing can be an absorbing and sometimes distracting activity, but a teacher's specific directions can limit the time required without destroying the student's curiosity.

Web Pages and WebQuests

Sometimes teachers do not have the time to teach students the skills they need to navigate and conduct effective research on the Internet. An alternative would be for the teacher, before the instructional research activity, to identify a variety of Web sites that have sound information about the topic(s) to be researched. The teacher then creates a Web page that links students directly to sites where their research is likely to be most fruitful, thereby helping to avoid some potential problems. At a basic level Microsoft Word could be used to create a Web page listing the bookmarks under specific categories related to the research topic. Or the teacher can use various dedicated Web page creation software to create a more elaborate Web page that is more interactive and flexible.

An extension would be for the teacher to use Microsoft Word or dedicated Web page creation software to design a WebQuest to help students investigate authentic topics, problems, or issues. According to Bernie Dodge (1998) at San Diego State University, WebQuests are inquiry-or[illegible] activities in which some or all of the information learners interact with comes from resources on the Internet. WebQuests often employ cooperative learning to help students achieve goals. To find out more about WebQuests and how to design them, or to view WebQuest Learning in social studies, go to the WebQuest page, http://www.edweb.sdsu.edu/webquest/webquest.html. WebQuests are designed around several critical attributes that help students make efficient use of their time.

A WebQuest contains the following elements:

1. An introduction that briefly provides context to the issue or problem.
2. An interesting task that is clearly explained and doable.
3. A list of information resources needed to complete the task. These resources may include Web documents, experts available via E-mail or videoconferencing, searchable databases on the Internet, or books and other documents physically available in the learners' school.
4. A description of the process that learners should go through to accomplish the task. The process must be described in clear steps.
5. Guidance in the form of how to organize and process the information collected. This can take the form of guiding questions; directions to complete the organizational frameworks such as timelines, concept maps, and cause-and-effect-diagrams; and so forth.
6. A conclusion that brings closure to the quest. It reminds students about what they have learned and encourages them to extend their experience.

When planning a student research project that uses the Internet, teachers are urged to work with the school's library media specialist. This person is most likely familiar with the technical aspects of conducting searches on the Internet. Unlike a school library, the Internet is by no means a controlled research base. Virtually anyone can put information out on the Internet. Very few parameters serve to structure information or serve as filters for insuring the quality and accuracy of that information. Students need to receive instruction that teaches them the skills for determining the accuracy of information, detecting bias, determining the validity of claims, and so forth. Although these skills are by no means limited just to information retrieved from the Internet, they are very important skills for students to apply to information gained from their research on the Internet.

When planning a student research project that uses the Internet, teachers are urged to work with the school's library media specialist.

The following are categories and questions for evaluating information retrieved from the Internet. These were adapted from "Critical Thinking and the Internet: Opportunities for the Social Studies" by James Shiveley and Philip VanFosson (1999).

Questions to Assess the Quality of Internet Information

1. Who is providing the information? Is the author or organization listed?
2. What is the author's expertise and authority to write on this topic? Is the author affiliated with a national or international institution? Is the author's background and training appropriate to the topic?
3. Is the Internet source in the form of a research paper or is it personal opinion?

4. Does the author provide a means of contacting him or her for verification via E-mail, telephone, or mail address?
5. Is the site supported or funded by an institution or organization? What information is provided about the institution or organization? Is the information site part of the official institutional home page?
6. Was the author's product information on the page subject to any review by other experts?
7. What is the primary goal of this site, and why is the author providing the information?

QUESTIONS TO DETERMINE OBJECTIVITY OR BIASES
1. If the site deals with a controversial issue, is more than one side of the argument presented?
2. Does the author or organization clearly state their biases?
3. Are indicators of racial or gender bias present?
4. Is the site a server of an organization with a vested interest?
5. Are there advertisements on the Web page, and do they indicate bias?

QUESTIONS TO DETERMINE VALIDITY OF CONTENT
1. Does the author of the information describe the method used to develop the site and information on the site? Does the method seem reasonable?
2. Is the site subjected to peer review, or is the site linked to other referenced sites?
3. Does the author provide verifiable statistics or data or links to sites to verify?
4. Does the author use a recognizable style manual (APA, MLA) to quote and cite references?

QUESTIONS ABOUT BIBLIOGRAPHY AND REFERENCE LINKS
1. Does the document contain a bibliography? Does it follow an appropriate style?
2. Does the author provide a list of references or reference links to related topics?
3. Are the links primarily to resources or just to lists of resources?

QUESTIONS TO DETERMINE CURRENCY
1. When were the data in the document collected?
2. When were the data in the document first published?
3. Is the document updated regularly? When was the last update?
4. Does the author or sponsoring institution or organization exhibit a commitment to ongoing maintenance of the site?

QUESTIONS TO DETERMINE THE QUALITY OF WRITING
1. Is the text well written?
2. Are there spelling errors and poor grammar?
3. Is it concise? Is the central thesis clear?
4. Is the text free of jargon, or do terms go undefined?
5. Are data presented clearly in tables and charts?

All of these questions need not be the responsibility of any one curriculum or subject area. Rather, school curriculum committees should determine the scope and sequence of teaching these skills and dispositions in the various disciplines and at various grade levels.

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Additional Reading

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Evaluating Programs and Resources

12

This chapter provides examples for developing and maintaining the necessary components of high-quality social studies programs. These types of evaluation instruments can be used to evaluate instructional programs, materials, and resources. They are to serve as starting points to be individualized to the local school district. Though evaluations such as these provide information about the program, bringing teachers together to discuss the purposes and practices of their curriculum and the strengths and weaknesses of resources is far more productive in improving the social studies program.

What is new in these evaluations is the emphasis on student learning and the emphasis on the role of standards in the social studies program. Just as this guide has focused on student learning of the most important content and concepts of social studies, so should the evaluation of the social studies program and instructional materials and resources focus on those aspects.

Program Evaluation

A curriculum planning committee should respond to the following statements with numbers 1–5 with 1 = Non-existent, 2 = Little has been done, 3 = A start has been made, 4 = Much has been done; but some improvement is needed, 5 = A great deal has been done.

1. Every social studies program should be represented by a permanent curriculum committee as part of the K–12 program. The committee should consist primarily of teachers at various grade levels, disciplines, and years of service and include district administrators, building administrators, parents and representatives of the community. Tasks for the curriculum committee should include identifying new research and trends establishing the goals, reviewing the existing program, recommending materials, evaluating the program and developing ongoing professional development ideas.

Number _____ Comment

2. The social studies program philosophy and goals should address the needs of students and society as well as the knowledge of the disciplines so important to enlightened and participatory citizenship.

Number _____ Comment

3. Does the social studies program have time and content requirements as well as adaptive and enrichment opportunities for all students?

Number _____ Comment

4. Are students required to study from a balanced program of U.S. studies, global themes, and the social science disciplines within the K–12 social studies program?

Number _____ Comment

5. Does the scope and sequence of the local social studies program recognize the grade level performance standards identified in *Wisconsin's Model Academic Standards for Social Studies*?

Number _____ Comment

6. Does the social studies program build a foundation of concepts and skills from kindergarten through twelfth grade?

Number _____ Comment

7. Does the school district provide access to the latest professional literature related to the disciplines in *Wisconsin's Model Academic Standards for Social Studies*?

Number _____ Comment

8. Does the social studies staff participate in the development of professional goals to increase their knowledge and instructional pedagogy?

Number _____ Comment

9. Does the social studies program deal with current and future issues of society?

Number _____ Comment

10. Does the curriculum show the interrelationships and connections between the social studies disciplines? and other disciplines?

Number _____ Comment

11. Are social studies activities structured to increase service learning or participation in the local community?

    Number _____Comment

12. Is there an organized effort to develop community support for the social studies program?

    Number _____Comment

13. Has the staff had appropriate training in the use of technology?

    Number _____Comment

14. Are up-to-date technology and support available?

    Number _____Comment

15. Have teachers and administrators been encouraged to participate actively in professional organizations?

    Number _____Comment

16. Does the district have a written statement on the teaching of controversial issues?

    Number _____Comment

17. Are a range and variety of assessment techniques used to inform classroom instruction?

    Number _____Comment

18. Are instructional materials selected by the social studies teachers?

    Number _____Comment

19. Are a range of instructional materials used vs. reliance on one textbook?

    Number _____Comment

20. Are staff members certified and knowledgeable in the areas in which they teach?

    Number _____Comment

Districts are encouraged to develop additional survey questions.
The following evaluation is used with the permission of the Madison Metropolitan School District.

Instructional Materials and Resources Evaluation

Title: ____

Author(s): ____

Publisher: ______________________ Copyright Date: ____________

Reviewed by: ______________________________ Date: ____________

1. Descriptors

A. Is this entire social studies program designed to

___ provide a single social studies strand
___ provide an integrated social studies program
___ provide a complete multiyear program for social studies
___ provide a complete one-year course for social studies
___ provide multiple modules or units that could be used to supplement other course materials for social studies
___ provide a single module or collection of activities that could be used to supplement other course materials for social studies
___ other (explain): ______________________________

B. What grade levels do the materials serve? (circle all that apply)

K 1 2 3 4 5 6 7 8 9 10 11 12

C. What are the major domains/topics of the content covered by these materials?

____
____
____

D. List all the components that were actually reviewed (e.g. teacher's guide, student guide, student books, hands-on materials, multimedia material).

____
____
____

E. Write a brief description of the purpose and broad goals of the program.

____
____
____

2. Quality of Social Studies Content

***DIRECTIONS:** For each item, circle the number corresponding with your response to the question. Please provide written comments to clarify, support, and show specifics.*

A. ***Social Studies Connections:*** To what extent do the instructional materials accurately represent the social studies themes and make connections between *Wisconsin's Model Academic Standards for Social Studies* strands and these themes?

1	**2**	**3**	**4**	**5**
Poor examples of inquiry		Mixed quality		Rich and accurate examples of inquiry

B. ***Nature of Social Studies:*** How effectively do the instructional materials portray social studies as the integrated study of the social sciences and humanities where the primary purpose is to help young people develop the ability to make informed and reasoned decisions?

1	**2**	**3**	**4**	**5**
Poor portrayal of nature of social studies		Mixed quality		Rich and accurate portrayal of the nature of social studies

C. ***Social Studies Investigation:*** How well are the instructional materials designed to encourage students to investigate questions, issues, or problems using the methods and tools of social studies to revise their personal understanding to accommodate new knowledge, and communicate these understandings to others?

1	**2**	**3**	**4**	**5**
Major concepts and processes not addressed		Major concepts and processes somewhat addressed		Major concepts and processes well addressed

D. ***Geography: People, Places, and Environment:*** To what level do the materials allow students to gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play?

1	**2**	**3**	**4**	**5**
Little or no emphasis		Some emphasis		Rich and well-designed emphasis

E. ***Geography: People, Places, and Environment:*** To what degree do the materials allow students to address the various cultural, economic, social, and civic implications of life in earth's many environments?

1	2	3	4	5
Little or no emphasis		Some emphasis		Rich and well-designed emphasis

F. ***History: Time, Continuity, and Change:*** How adequate are the materials in helping students develop an understanding of their historical roots and how past events have shaped their world?

1	2	3	4	5
Little or no emphasis		Some emphasis		Rich and well-designed emphasis

G. ***History: Time, Continuity, and Change:*** How adequate are the materials in developing student insights into what life was like in the past and how things change and develop over time?

1	2	3	4	5
Little or no emphasis		Some emphasis		Rich and well-designed emphasis

H. ***Political Science and Citizenship: Power, Authority, Governance, and Responsibility:*** To what degree are the materials able to develop an understanding about the structures of power, authority, and governance and their evolving functions in contemporary society?

1	2	3	4	5
Little or no emphasis		Some emphasis		Rich and well-designed emphasis

I. ***Economics: Production, Distribution, Exchange, and Consumption:*** How effective are the instructional materials in providing sufficient opportunities for students to understand complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption?

1	2	3	4	5
Little or no emphasis		Some emphasis		Rich and well-designed emphasis

J. ***The Behavioral Sciences: Individuals, Institutions, and Cultures:*** How effective are the instructional materials in providing sufficient opportunities for students to understand and explore concepts from the discipline of sociology, the study of the interaction among individuals, groups, and institutions?

1	2	3	4	5
Little or no emphasis		Some emphasis		Rich and well-designed emphasis

K. ***The Behavioral Sciences: Individuals, Institutions, and Cultures:*** To what degree are the materials able to develop the concepts of psychology, the study of factors that influence individual identity and learning?

1	2	3	4	5
Little or no emphasis		Some emphasis		Rich and well-designed emphasis

L. ***The Behavioral Sciences: Individuals, Institutions, and Cultures:*** How adequate are the materials in developing the concepts of anthropology, the study of cultures in various times and settings?

1	2	3	4	5
Little or no emphasis		Some emphasis		Rich and well-designed emphasis

M. How well does the social studies content presented in the instructional materials reflect current social studies knowledge?

1	2	3	4	5
The ideas are out of date		The ideas are somewhat current		The ideas are current

N. To what extent do the instructional materials provide sufficient ***depth*** for students to develop a good understanding of key social studies concepts?

1	2	3	4	5
Too few learning opportunities		Some opportunities		Many rich opportunities

O. How well do the materials develop an appropriate ***breadth*** and ***depth*** of social studies concepts?

1	**2**	**3**	**4**	**5**
Too narrow or too broad		Somewhat balanced		Good balance of breadth and depth

P. Do the materials spiral (i.e., ***increase in sophistication***) through the grade and among grade levels with respect to social studies inquiry and concepts?

1	**2**	**3**	**4**	**5**
No increase in sophistication		Some increase in sophistication		Meaningful increase in sophistication

Q. To what degree did you find the materials to be free from ***bias***, promoting political agendas and special interests?

1	**2**	**3**	**4**	**5**
(Highly biased)				(Not biased)
Low		Medium		High

R. Does ***research indicate*** that these materials are effective, are teacher and student tested, and support student achievement in social studies?

1	**2**	**3**	**4**	**5**
Little or no research		Some research		Extensive research and documentation

3. Pedagogical Design

A. Do the materials provide a ***logical progression*** for developing conceptual understanding in social studies?

1	2	3	4	5
No logical progression		Somewhat logical progression		Logical progression of ideas that builds conceptual understanding

B. What degree of emphasis do the instructional materials place on providing students with the opportunity to ***pose questions, find evidence, organize information, interpret information, state conclusions, communicate findings, and reflect on what was learned?***

1	2	3	4	5
No opportunity		Some opportunity		Rich and well designed opportunity

C. To what extent does the curriculum engage students in activities that help them ***connect*** social studies to everyday issues and events?

1	2	3	4	5
Very few or very contrived connections		Some good activities for students to make connections		Many rich and authentic opportunities for students to make connections

D. How would you rate the overall ***developmental appropriateness*** of the instructional materials, given their intended audience of all students at the targeted level(s)?

1	2	3	4	5
Not appropriate		Somewhat appropriate		Appropriate

E. Do the materials reflect current knowledge about effective teaching and learning practices (e.g., construction, inquiry, depth of understanding, meaningful use of knowledge) based on research related to social studies education?

1	2	3	4	5
Do not reflect		Somewhat reflect		Reflect well

F. Do the instructional materials provide students with the opportunity to clarify, refine, and consolidate their ideas and to communicate them through multiple modes?

1	2	3	4	5
No opportunity		Some opportunity		Rich and well-designed opportunity

G. Do the instructional materials provide students with the opportunity to think and communicate social problems and issues?

1	2	3	4	5
No opportunity		Some opportunity		Rich and well-designed opportunity

H. Do the instructional materials provide students with activities that connect with other subject areas?

1	2	3	4	5
No opportunity		Some opportunity		Rich and well-designed opportunity

I. Are the instructional materials likely to be interesting, engaging, and effective for males and females?

1	2	3	4	5
Not at all interesting		Somewhat interesting		Interesting and engaging

J. Are the instructional materials likely to be interesting, engaging, and effective for underrepresented and underserved students (e.g., ethnic, urban, rural, with disabilities)?

1	2	3	4	5
Biased		Some sensitivity to underrepresented and underserved students		Equally interesting, engaging, and effective for underrepresented and underserved students

K. Are the instructional materials likely to be interesting, engaging, and challenging for students with special talents and interest in social studies?

1	2	3	4	5
Not challenging		Somewhat challenging and interesting		Very challenging and interesting for students with special talents and interest in social studies

L. Do the instructional materials include support and connections for students with limited proficiency in English?

1	2	3	4	5
Little or no support		Some support		Extensive and high quality support

M. Do the instructional materials include adequate and appropriate uses of a variety of educational technologies (e.g., video, computers, telecommunications)?

1	2	3	4	5
Little or no educational technology included		Some educational technology included		Many appropriate rich and useful applications of educational technology included

N. What is the overall quality of the pedagogical design of these instructional materials?

1	2	3	4	5
Low		Medium		High

O. Are the support and consumable materials reasonable for limited financial resources?

1	2	3	4	5
Expensive and difficult to obtain		Somewhat expensive and difficult to obtain		Reasonably priced and easy to obtain

P. How easily will materials be distributed, stored, and shared?

1	2	3	4	5
Difficult to store and share		Somewhat difficult to store and share		Easily stored and shared

4. Assessment

A. Given the many educational uses of assessment in addition to simply "grading," how well are purposes of the assessment options defined and used (e.g., grading, formative information, pre-assessment information)?

1	2	3	4	5
Unclear purposes		Somewhat clear purposes		Clear statement of purposes

B. How well do the assessment tasks correspond with and reinforce the core social studies concepts and inquiry skills?

1	2	3	4	5
Unclear correspondence		Somewhat clear correspondence		Clear correspondence

C. Do the instructional materials include multiple kinds of assessments (e.g., performance, paper/pencil, portfolios, student interviews, and projects)?

1	2	3	4	5
Little or no student assessment provided		Some student assessment		Complete student assessment package

D. Are the assessment practices appropriate for all students?

1	2	3	4	5
Appropriate for a few		Appropriate for most		Appropriate for all

5. Implementation and System Support

A. Will the teachers find the materials interesting and engaging?

1	2	3	4	5
Dry and boring		Somewhat interesting and engaging		Interesting and engaging

B. Do the instructional materials include information and guidance to assist the teacher in implementing the lessons?

1	2	3	4	5
No teacher support		Some teacher support		Rich and useful teacher support

C. Overall, are the materials usable, realistic in expectations of teachers, and supportive of teachers?

1	2	3	4	5
Teacher unfriendly		Somewhat teacher friendly		Teacher friendly

D. Do the instructional materials provide information about how to establish a positive social studies learning environment?

1	2	3	4	5
Little or no information provided		Partial information provided		Rich and useful information provided

E. Do the instructional materials provide information about the kinds of professional development experience teachers need to implement the materials?

1	2	3	4	5
Little or no information provided		Partial information provided		Rich and useful information provided

F. Do the materials provide guidance in how to link the materials with the district and state assessment frameworks and programs?

1	2	3	4	5
No guidance		Some guidance		Rich and useful guidance

G. Do the materials provide guidance and assistance for actively involving administrators, parents, and the community at large in supporting school social studies?

1	2	3	4	5
No guidance		Some guidance		Rich and useful guidance

Classroom Feedback Form

Teachers may use this evaluation to evaluate pilot instructional programs in their classrooms. The form asks teachers to respond to five statements related to student learnings. Teachers who participate in the pilot study should share their findings with the appropriate people, including other teachers, administrators, students, and parents.

Program Piloted ______________________________

Specific Unit Title Piloted ______________________________

Teacher ______________________________

School ____________________ Grade Level ____________

A. Students learned process skills. (Please attach a sample of a student project.)

1	2	3	4	5
Few students learned		Several students learned		Most students learned

Comments: ______________________________

B. Students learned content knowledge. (Please attach a sample of student work.)

1	2	3	4	5
Few students learned		Several students learned		Most students learned

Comments: ______________________________

C. Students found the material appropriate to their developmental level. (Please summarize an exploration you think demonstrates your answer and describe how it impacted any group of children.)

1	2	3	4	5
Not appropriate for most students		Mixed reactions		Appropriate for most

Comments: ______________________________

D. Students enjoyed the learning material. (Please attach any record of student observations or comments that demonstrate your answer.)

1	2	3	4	5
Students did not enjoy/ were distracted/were off task		Mixed reactions		Most students enjoyed

Comments: ______________________________

E. Students would recommend this unit to next year's class. (Teacher: Please conduct class vote and tally actual student votes.)

1	2	3	4	5
Few students would recommend		Several students would recommend		Most students would recommend

Comments: ______________________________

(Please use reverse side of sheet to record additional student and teacher comments.)

Additional Comments:

Teacher Comments:

Students Comments:

Adapted from *Attaining Excellence: TIMSS as a Starting Point to Examine Curriculum.* (McNeely 1997) and K–8 Science Selection Criteria Committee of the Madison Metropolitan School District.

Rating Scale for *Wisconsin's Model Academic Standards for Social Studies*

This instrument may be used to evaluate the degree to which each standard is present in the resource or in the school district curriculum.

_____ A. Geography
_____ B. History
_____ C. Political Science and Citizenship
_____ D. Economics
_____ E. The Behavioral Sciences

_____ Grade 4
_____ Grade 8
_____ Grade 12

Type: _____ Textbook _____ Media Curriculum etc.

Sample	**A.** Geography	**4.1.** 4th Gr No. 1	Rating Scale (circle one) Not present 1 2 3 4 5 Highly present Comments:
1.			Rating Scale (circle one) Not present 1 2 3 4 5 Highly present Comments:
2.			Rating Scale (circle one) Not present 1 2 3 4 5 Highly present Comments:
3.			Rating Scale (circle one) Not present 1 2 3 4 5 Highly present Comments:
4.			Rating Scale (circle one) Not present 1 2 3 4 5 Highly present Comments:
5.			Rating Scale (circle one) Not present 1 2 3 4 5 Highly present Comments:
6.			Rating Scale (circle one) Not present 1 2 3 4 5 Highly present Comments:
7.			Rating Scale (circle one) Not present 1 2 3 4 5 Highly present Comments:
8.			Rating Scale (circle one) Not present 1 2 3 4 5 Highly present Comments:
9.			Rating Scale (circle one) Not present 1 2 3 4 5 Highly present Comments:

10. ☐ ☐ Rating Scale (circle one) Not present 1 2 3 4 5 Highly present
Comments:

11. ☐ ☐ Rating Scale (circle one) Not present 1 2 3 4 5 Highly present
Comments:

12. ☐ ☐ Rating Scale (circle one) Not present 1 2 3 4 5 Highly present
Comments:

13. ☐ ☐ Rating Scale (circle one) Not present 1 2 3 4 5 Highly present
Comments:

14. ☐ ☐ Rating Scale (circle one) Not present 1 2 3 4 5 Highly present
Comments:

15. ☐ ☐ Rating Scale (circle one) Not present 1 2 3 4 5 Highly present
Comments:

16. ☐ ☐ Rating Scale (circle one) Not present 1 2 3 4 5 Highly present
Comments:

17. ☐ ☐ Rating Scale (circle one) Not present 1 2 3 4 5 Highly present
Comments:

18. ☐ ☐ Rating Scale (circle one) Not present 1 2 3 4 5 Highly present
Comments:

Reference

McNeely, Margaret, ed. 1997. *Attaining Excellence: TIMSS as a Starting Point to Examine Curriculum.* Department of Educational Research and Improvement.

Additional Reading

Fitzpatrick, K. A., and B. Edwards. 1998. *Program Evaluation: Social Studies.* Schaumburg, IL: National Study of School Evaluation. This is a 165-page comprehensive book that provides evaluations for the quality of the work of students.

Professional Development

13

Professional Development for Social Studies Teachers

The development and implementation of academic social studies content standards, the new emphasis on assessment and accountability issues, and the new teacher-certification requirements have increased the need for professional development. Assessment, curriculum, and instruction and are being aligned in new and different ways. Within disciplines there is a new conception of content knowledge and a new and dynamic view of learning brought about by such changes as the continuing knowledge explosion and the inventions of newer technologies.

The movement toward greater diversity in textbooks and instructional materials has already begun, whereas movement toward standards-related curriculum, assessment, and instruction has just started. Teacher-education institutions and K–12 professional development efforts vary greatly in their progress toward helping teachers prepare and keep up to date about these changes. The most important changes are identified here and must be taken into consideration during the development of professional education programs for K–12 teachers. Some of the following major shifts are adapted from Zemelman, Daniels, and Hyde (1998).

Major Shifts in Social Studies Professional Development Needs

The Past	◄►	The Future
Little connection between social studies curriculum, instruction, and assessment		Alignment of social studies standards, curriculum, instruction, and assessment

Wisconsin's Model Academic Standards for Social Studies have been adopted by most school districts. The Wisconsin Student Assessment System, used by Wisconsin school districts, is aligned with the standards. Alignment between the standards, curriculum, instruction, and assessment is key to improving student learning and achievement, and professional development programs can be designed to improve the alignment.

Cursory coverage	◄►	In-depth study of concepts and key ideas

The expression "a mile wide and inch deep" has been used to describe the K–12 curriculum in social studies as well as in other disciplines. The challenge is great in social studies because of the number of disciplines and the ever-increasing amount of content knowledge being addressed. Valid concerns exist about how to develop a social studies curriculum that promotes deep understanding and applications beyond the classroom without losing the most important concepts, ideas, and generalizations from the curriculum. Teachers need to be able to identify "big" ideas and to use facts selectively in the development of new curriculum. What is most important must be addressed and identified in the curriculum across the grades in each district. A major concern is the knowledge base of teachers. Ongoing professional development programs must address teachers' depth of knowledge and provide ongoing opportunities to deepen their knowledge in social studies and in teaching and learning processes.

Textbook-focused ◄—► Standards-focused using appropriate resources

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The textbook has been a lifesaver for teachers who do not have a depth of knowledge in social studies or time to identify or create resources. But it is also probably one of the reasons that students find social studies "boring." In this age of technology and new instructional materials, there is no longer any reason to teach a course based solely on a textbook. Much information about additional resources is available on Internet Web sites as well as some of the actual resources, but careful scrutiny of Internet materials for bias and incorrect information is necessary (see chapter 11). Reorganizing instruction to include a variety of resources can be strengthened through professional development.

Emphasis on memorization ◄—► Emphasis on engaging, interactive study processes

---

The new emphasis on "engaging" instructional practices has produced a number of workshops and books with good ideas. Student learning is being addressed and teachers are finding their classes more enjoyable and challenging as a result. The difference between remembering chronology, understanding concepts, and applying the understandings over time and forgetting them after a test or a semester is an important goal in social studies and across the curriculum. Developing instruction that involves a variety of strategies to meet the needs of all students can be a goal of professional development.

Isolation from practice of responsible citizenship ◄—► Curriculum related to democratic citizenship and responsible participation for the welfare of the community

---

Social studies is the primary course in U.S. K–12 schools that claims to provide a curriculum to help young people develop the ability to make informed, reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world. District social studies curriculums should be coordinated around that fundamental idea. Teachers should help students make the connections between democratic citizenship and the content of the discipline. A Civics Action Task Force, appointed by the Wisconsin Department of Public Instruction State Superintendent, made a number of recommendations to improve educating students to live in a democratic society. One of the most important recommendations is that students become active participants in democracy through curriculum activities connecting content with their lives within and beyond school.

Postponing significant curriculum until secondary grades ◄—► Richer content drawn from all five strands of *Wisconsin's Model Academic Standards for Social Studies* at every grade level

---

Wisconsin's Model Academic Standards for Social Studies are drawn from seven social science disciplines and are identified for every grade level from kindergarten to grade 12. Depending on undergraduate coursework, elementary teachers are especially likely to need additional professional development in the content of some strands. A greater understanding of the concepts and key ideas of the social studies disciplines will help teachers develop student learning in those strands and integrate social studies in literature selections and other areas of the curriculum. The content of social studies is an excellent organizer for the elementary curriculum. Secondary teachers may need to upgrade their knowledge of other social science disciplines beyond their academic major or teacher preparation program.

Assessments only at the end of study ◄—► Ongoing classroom assessment appropriate to the student and the content

---

A new emphasis on classroom assessment is the result of turning attention from what the student has been introduced to or taught and what the student has actually learned. To know what a student is learning requires continuous monitoring or assessment. Because many licensed teachers have not had courses in assessment, professional development in the area of assessment can greatly increase teachers' ability to help students understand the concepts and key ideas of social studies.

Curriculum restricted to one culture group ◄—► Connecting curriculum with diverse cultures and social groups

---

Previously many textbooks and other instructional materials focused on the majority culture and on male achievements and accomplishments. Because the population of students in schools is changing and technology allows interactions with other ethnic groups and cultures throughout the world, it is imperative that teachers become knowledgeable and teach about racial and ethnic groups, the role of women, and people with disabilities.

How Are Professional Development Needs Decided?

Teacher-Preparation Programs

Initial teacher-education programs provide beginning teachers with basic entry-level preparation for content knowledge and skills. Cognitive skills can be taught and learned and are critical for current and future learning. Teachers and their students need to have the capacity to organize and reorganize data in several logical ways that may be used in one or more social science discipline contexts.

Teacher Self-Knowledge

Teachers also reflect about their new learning needs; they have a responsibility to incorporate new research findings about their discipline content, about the teaching and learning processes used in their own teaching, or both. It is critical that new ways are found to reduce the time gap between the generation of new ideas and research findings and their incorporation into assessment, curriculum innovations, and educational practice.

As teachers generate new knowledge to share with their students, they should remain enthusiastic learners as they transmit their personal joy of learning to their own students. Because student learning is impacted by teacher content knowledge, skills, and practices, ongoing professional development assumes an important role in helping students demonstrate what they have learned and are able to accomplish.

Successful professional development depends on teachers' personal investment in, and responsibility for, change.

As society raises expectations for students, the same is also true for teachers. Even the best-prepared and most knowledgeable teachers will need to update their professional knowledge base, modify or increase their teaching repertoires, reflect on best practices, and talk to peers and colleagues about emerging and ongoing issues and problems related to education.

School District Data

Districts often devise professional development plans based on the needs of the district. As districts acknowledge that change happens within classrooms and within schools, a stronger focus on student learning needs has become an important part of district evaluation. Along with the focus at the building level, it is now recognized that professional development needs often should include in-depth study and research about what is happening between the teacher and the learner in a classroom and school building.

The overall goal of professional development is to improve and promote student learning. Often, professional development opportunities may be used to enhance already existing quality programs and practices, not only to correct or remedy existing weaknesses or deficiencies. Darling-Hammond and Ball (n.d.) indicate that professional development programs should recognize that

- teachers' academic backgrounds and personal and professional experiences influence their own learning;
- it takes time, practice, and hard work for teachers to teach new standards;

- the knowledge base of teachers is critical in that they teach the content, concepts, and skills of their social studies discipline to enable students to learn important social studies;
- a knowledge of learners and their development is essential; and
- opportunities and time for reflection, analysis, and conversation with peers, colleagues, and experts are central to teaching.

Through a range of professional development opportunities, social studies teachers are helped to grow personally and professionally throughout their careers. These professional development opportunities help teachers renew their existing strengths, develop new knowledge and skills, and enhance their own competencies for self-improvement. Numerous ways can be created for teachers to develop professionally. No single model fits all.

New Certification Requirements Impact Professional Development

With new teacher-licensing rules approved and implementation to take effect in 2004, there will be new professional growth opportunities as teachers develop their own personal professional growth plans. This will be especially important if teachers decide to move from the level of professional teacher licensure to the level of master teacher licensure. As experienced teachers serve on quality-control review boards and work with their peers and colleagues, continuing opportunities for professional growth are possible and are likely to expand as complete implementation nears.

As a result of teacher-education licensing revisions, there are 10 basic standards for teacher licensure in Wisconsin (Wisconsin Department of Public Instruction 2000). These 10 standards provide the foundation for the development and assessment of teacher performances based on the completion of quality teacher-education programs. In addition, they can serve as a basis for quality professional development activities for experienced educators.

Wisconsin Standards for Teacher Development and Licensure

Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

Standard 2: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

Standard 3: The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning, and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

Standard 4: The teacher understands and uses a variety of instructional strategies, including technology, to encourage children's development of critical thinking, problem-solving, and performance skills.

Standard 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: The teacher uses effective verbal and nonverbal communication techniques, as well as instructional media and technology, to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: The teacher organizes and plans systematic instruction based on knowledge of subject matter, pupils, the community, and curriculum goals.

Standard 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard 9: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.

Standard 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupils' learning and well-being and acts with integrity and fairness and in an ethical manner.

Standard 1 has now been elaborated in the following *Teacher Education Content Standards for Social Studies*. New teachers who receive broad field licenses in 2004 and after will have to demonstrate their knowledge of social studies content standards through various competency assessments of these standards.

Teacher-Education Content Standards for Social Studies

All social studies teachers shall demonstrate knowledge, understanding, and skill in the following:

1. The history, organization, conceptual framework, modes of inquiry, ethics, and current research and methodologies of the disciplines within *Wisconsin's Model Academic Standards for Social Studies*.
2. The major themes, basic principles, philosophic bases, ethics, assumptions, perspectives, and schools of thought of the disciplines.
3. The practical applications of the methodology appropriate to the disciplines.
4. The application of knowledge of each discipline to past and present economic, social, cultural, and political events and situations.
5. The skills associated with the discipline, including
    - communication;
    - data gathering;
    - model building;
    - problem solving;

- policy making;
- narrative explanation;
- decision making;
- scenario building;
- identification of multiple perspectives; and
- the ability to observe, organize, interpret, infer, analyze, question, evaluate, synthesize, form hypotheses, recognize bias, weigh alternatives, and develop participatory skills.

6. The interdisciplinary nature and integrative aspects of the disciplines in social studies and their connections with disciplines other than social studies.
7. The strategies for conducting investigations and research using multiple primary and secondary sources.
8. *Wisconsin's Model Academic Standards for Social Studies* to assess the evidence or assessment of student understanding and develop curriculum.
9. Professional organizations, publications, and resources in social studies.
10. State and national laws and current national leadership initiatives in the discipline.

Social studies teachers who teach *geography* shall demonstrate knowledge, understanding, and skill in the following:

1. Constructing, using, and refining mental maps of locales, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape.
2. Creating, interpreting, using, and distinguishing various representations of Earth such as maps, globes, and photographs, and using appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information, computer-generated information, aerial and satellite images, and developing three-dimensional models.
3. Estimating and calculating distance, scale, area, and density to distinguish spatial distribution patterns.
4. Locating, distinguishing, and describing the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources.
5. Distinguishing physical system changes and their impacts on humans both locally and globally.
6. Describing how people create places from the interplay of culture, human needs, systems of values and ideals, and government policies.
7. Examining, interpreting, and analyzing the interactions of human beings and their physical environments.
8. Describing and assessing the ways Earth's physical features have changed over time and how historical events have influenced and been influenced by physical and human geographic features.
9. Analyzing social and economic effects of environmental changes and crises.

10. Comparing and evaluating existing alternative uses of resources and land use in communities, regions, nations, and the world.
11. Describing the changes caused by past decisions that have altered the spatial arrangement of their local communities and speculating about the impacts of current discussions that may cause change to the community.

Social studies teachers who teach *history* shall demonstrate knowledge, understanding, and skill in the following:

1. Tracing and analyzing chronological periods and identifying the relationships of significant social, political, and economic themes and key concepts, including multiple perspectives and historical and contemporary viewpoints in U.S. history and Western and non-Western history from antiquity to modern time as identified in *Wisconsin's Model Academic Standards for Social Studies*.
2. Conducting historical research and analysis using primary and secondary sources and historiographic themes to construct historical arguments.
3. Applying historical knowledge to current issues, situations, and events in the world.
4. Assessing the role of change brought about by technological, philosophic, religious, cultural, political, and economic forces.
5. Recognizing the interaction of global and national interests in the modern world.
6. Describing how historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they ask and the evidence they use.

Social studies teachers who teach *political science and citizenship* shall demonstrate knowledge, understanding, and skill in the following:

1. Explaining and analyzing
    - historical perspectives;
    - the nature of different political systems;
    - the nature of law;
    - local, state, national, tribal, and global political systems;
    - political thought;
    - the nature of democratic citizenship;
    - political legitimacy;
    - political parties and political interest groups;
    - the nature of political decision making;
    - political power and authority;
    - ethics; and
    - international politics.
2. Tracing the historical development and interpretation of U.S. principles, documents, Supreme Court decisions, and ideals across time.
3. Explaining the federal system and separation of powers at the local, state, national, and tribal levels in the United States and comparing them to ideologies and structures of different political systems.

4. Defining the rights, responsibilities, and duties of citizens in communities, nations, and the world and their role in defining the common good and influencing public policy.
5. Evaluating the relationships among countries of the world: including the role of international organizations.
6. Recognizing the purpose of government and the evolving nature of governments and nongovernmental organizations.

Social studies teachers who teach *economics* shall demonstrate knowledge, understanding, and skill in the following:

1. Defining the principles of microeconomics, including fundamental concepts, and the characteristics of economic systems, including market, tradition, and command.
2. Defining the principles of macroeconomics, including role of government, fiscal policy, and monetary policy.
3. Defining the principles of money and banking, including central banks, financial markets, savings, investing, and personal finance.
4. Defining the American economic systems, its institutions, and its historical development.
5. Analyzing persistent economic problems, including market and government failures and the application of economic principles to other social issues.
6. Defining the principles of international economics, including trade, interdependence, international economic organizations, and international exchange.

Social studies teachers who teach the *behavioral science of anthropology* shall demonstrate knowledge, understanding, and skill in the following:

1. Describing and analyzing the major components that make up a culture.
2. Distinguishing the major cultural areas of the world and representative societies from each of the areas.
3. Explaining how people from various cultural perspectives and frames of reference may interpret data and experiences.
4. Analyzing the factors that lead to conflict and cooperation between cultures, how conflicts are resolved, and how cooperation is sustained.
5. Describing the cultures of Native American Indian tribes and bands in Wisconsin.

Social studies teachers who teach the *behavioral science of sociology* shall demonstrate knowledge, understanding, and skill in the following:

1. Describing and applying each of the sociological perspective methods of social research (functionalist, conflict, and interactionist) and the contributions of major theorists in sociology.
2. Defining and analyzing the key concepts of culture, society, socialization and the self, and social structure.

3. Distinguishing between primary and secondary groups, and peer and primary groups; and recognizing characteristics of informal and formal structures within an organization.
4. Defining methods of social control and differentiating between deviance and crime.
5. Determining social stratification and social inequality as related to race, ethnicity, gender, and age as well as to interactions between individuals, groups, and institutions in society.
6. Analyzing the function of the social institutions of family, the economy, politics, religion, education, science and technology, and arts and entertainment and how they further both continuity and change, meet individual needs, and promote the common good in contemporary and historical settings.
7. Comparing and contrasting the functionalist and conflict perspectives of these institutions.
8. Recognizing the demographic concepts that influence changes in population such as migration, industrialization, urbanization, and suburbanization.
9. Explaining and analyzing the theories and types of collective behavior, social movements, and social change.

Social studies teachers who teach the *behavioral science of psychology* shall demonstrate knowledge, understanding, and skill in the following:

1. Defining the basic structures and function of the brain and central nervous system in dictating their impact on individuals' emotions, ability to learn, states of consciousness, motivation, sensation, and perception of their environment.
2. Recognizing the sources of stress, physiological and psychological reactions to stress, and strategies for dealing with stress and promoting individual health.
3. Describing human development as a lifelong process, comparing stage theories of development (nature vs. nurture) and exploring sources of individual developmental differences (personality formation, nature of intelligence, etc.).
4. Distinguishing between healthy and disordered behavior by explaining the origins, characteristics, and major categories of disordered behavior.
5. Evaluating practical applications and ethical issues involved in contemporary treatment therapies.

In teacher-education programs, curriculum and assessments are now in the process of being designed to help college students meet these new competencies. To receive teacher certification in social studies, students will have to take a competency examination based on the Teacher Education Content Standards for Social Studies. In the Wisconsin Standards for Teacher Education and Licensure, standards 2–10 will likewise require demonstrations that may be assessed by various kinds of assessments such as student teaching experiences.

Beginning teachers will be assessed by teacher-education programs in five categories that include the following:

1. Communication skills
2. Human relations and teaching dispositions
3. Content knowledge
4. Pedagogical knowledge
5. Teaching practice (student teaching or internship) for initial licensure

The new certification rules provide for three levels of licensure. They are as follows:

1. Initial educator license, which provides for a five-year nonrenewable license;
2. Professional educator license, which provides for five-year renewable licenses;
3. Master educator licensure, which is optional.

All licenses in social studies will be issued for broad-field social studies, including the areas geography, history, political science, economics, psychology, and sociology. A concentration will be required to teach a high school course that is part of the college prep sequence, an advanced placement course, or an elective.

How Professional Development Needs Are Determined

School Districts and Schools

Most schools and school districts have an established staff development committee of several elected or appointed people to help determine staff development needs and identify programs based on needs of the teachers, the district, or both. A variety of ways exist to identify concerns or issues that need to be addressed. Often a survey of relevant issues and concerns is constructed and circulated. The teachers and other professional staff are asked to complete the survey. Data from the survey are analyzed, and based on these data, one or more professional development activities are planned, implemented, and evaluated.

Department-Level Development

The social studies department may survey and develop a coherent plan to address the needs of learners. New materials, new data, new assignments, and new teachers are some of the reasons to evaluate staff development needs on a continual basis. These needs must be identified and presented to the administration with requests for time and resources to address them.

Individual Staff Development

Under the new Teacher Licensure and Certification Rules that take effect in 2004 (PI 34), teachers will have the opportunity to devise personal development plans and have them approved by a committee composed of three colleagues, an administrator, a peer, and a teacher educator. It is important to keep abreast of additional resources and recommendations as PI 34 is implemented.

Professional development should be connected with the students' work, related to content, and organized around real problems and issues. Quality professional development programs are continuous and ongoing. Teachers need to have access to outside experts and resources, including time, which is a scarce resource in teachers' lives. Ideally, professional development needs to take place within the professional community of scholars.

Examples of Professional Development Opportunities

The array of professional development programs and ideas shown in figure 13.1 will expand when professional development plans, as identified in PI 34, are implemented after 2004.

University and College Courses

One of the most common ways for teachers to acquire new information or develop new skills is to enroll in university graduate courses in education or one of the social science disciplines, technology use, or a closely related area. Often teachers are able to arrange in a meaningful and coherent way a series of graduate courses to earn graduate or other advanced degrees related to their teaching areas. Many universities in other nations have established special summer programs for students and teachers that allow international participants to learn about the country and its culture in an intensive summer program. Wisconsin universities often provide special courses or workshops during the summer and the academic year to meet the needs of experienced teachers as new topics or trends in education and other content areas begin to emerge. One example is the summer workshop in geography sponsored by the Wisconsin Geographic Alliance. Other examples include the various workshops and courses offered by several of the Wisconsin Centers for Economic Education located on various campuses in Wisconsin. Summer programs also allow teachers to have time to reflect and to engage in a line of inquiry that is important to them personally and professionally or that has value to their school or district.

Professional Development Certificates (PDC)

A new opportunity now available for experienced teachers to grow professionally is the creation of an accomplished educator professional develop-

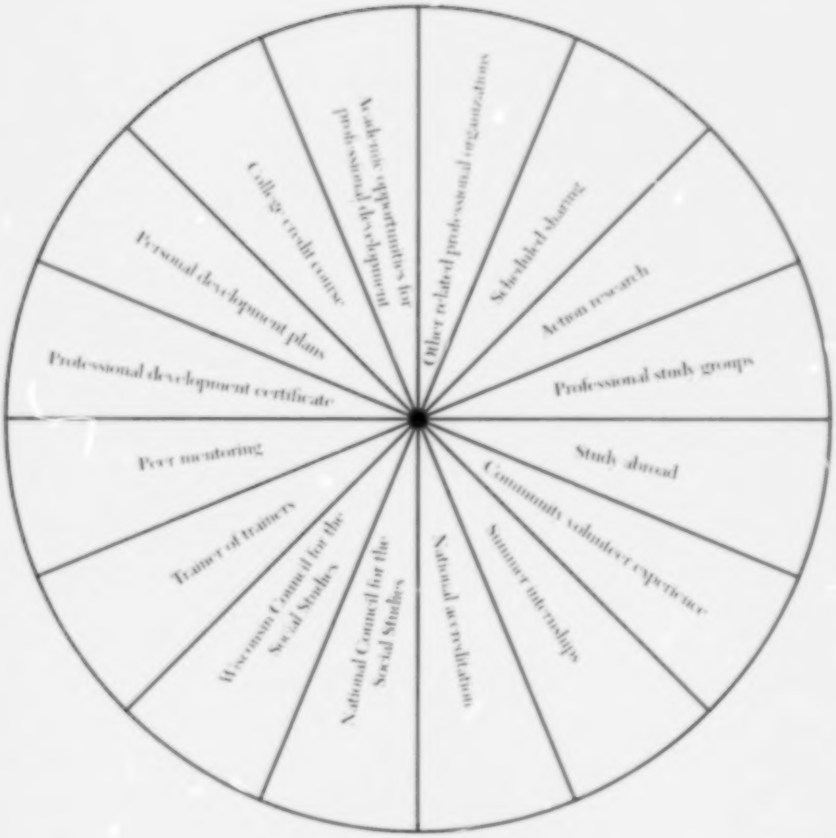
Other related professional organizations
Scheduled sharing
Action research
Professional study groups
Study abroad
Community volunteer experience
Summer internships
National accreditation
National Council for the Social Studies
Wisconsin Council for the Social Studies
Trainer of trainers
Peer mentoring
Professional development certificate
Personal development plans
College credit course
Academic opportunities for professional development

FIGURE 13.1 **Professional Development Programs and Ideas**

ment certificate (PDC) based in part on the standards formulated by the National Board of Professional Teaching Standards (NBPTS). For the most part PDCs are standards based and are designed to meet the professional needs of experienced teachers, provide job-embedded professional development, foster collaboration and collegiality with colleagues from one or more districts, align professional theory with practice, contribute to the knowledge base of teacher education through inquiry, promote lifelong learning and professionalism, and facilitate quality educational reform. These programs are designed to improve student learning, to provide options for professional development in addition to graduate study and earning advanced degrees, and to recognize teachers' ongoing efforts for self-improvement and career progression. The participants in the accomplished educator certificate program receive a certificate of completion and may be entitled to a negotiated salary increase in their district when program requirements have been completed.

At present one PDC program is operational in Wisconsin, with additional programs for professional development in various planning stages in other locations in the state. The existing program involves a partnership with several local districts and a university. It is recommended that teachers discuss their possible participation in a PDC program with their school or district administrators and leaders in the state professional teacher organizations.

CESA and District Opportunities

Cooperative Education Service Agencies (CESAs) and school districts periodically offer workshops, conferences, symposia, retreats, clinics, seminars, short courses, or other programs for teachers in the district or CESA region and may invite teachers from nearby districts to participate. However, these short-term snapshot experiences may result in little or no change in student achievement unless the district provides teachers with opportunities to apply what was presented, including perhaps one-to-one coaching in the classroom if needed. Sometimes outside consultants who may be both educators and content specialists are invited to work with groups of teachers on a specific topic, such as social studies assessment, instructional design, curriculum development, and the like, for an extended period. Ideally, teachers should receive content background knowledge simultaneously with teaching strategies to ensure more effective teaching and learning. It is important to keep in mind that teachers learn new content and thinking skills developmentally, as do younger learners. Teacher resistance to change may well be due to a lack of time and not having the requisite skills needed to make such changes.

University Cooperative Programs

Another district-related professional development opportunity involves encouraging experienced teachers to serve as cooperating teachers for teacher candidates from a nearby university who are engaged in their pre–student teaching clinical experiences, or to serve as a cooperating teacher for students who are completing their student teaching or internship assignments. Districts may also identify experienced teachers to be mentors for beginning teachers who are making the transition from student teacher to professional teacher. Being identified as a mentor or cooperating teacher is a recognition of the veteran teacher's accomplishments and enables the experienced teacher to serve the profession by sharing expertise and experience with the novice teacher. These interactions often provide professional growth opportunities for both experienced and beginning teachers.

Mentor Opportunities

Sometimes, experienced teachers who are learning new content or skills, trying to implement new practices and procedures, or trying to improve in areas where they are less strong will benefit from the thoughtful and patient guidance of a colleague mentor who offers constructive feedback and makes specific suggestions for change or improvement. Teachers find it valuable to have the opportunity to observe and interact with colleagues from other classes or schools in nearby districts. Districts across the country are using skilled mentors to help colleagues increase their competencies with follow-up assistance. For the most part, mentor colleagues are not involved in the evaluation of peers. This is the responsibility of district or school administrators.

Trainer of Trainers

Becoming a "trainer of trainers" offers exciting possibilities for social studies teachers who engage in substantive workshops or seminars to develop needed content information or skills related to a particular topic or practice. These experienced teachers then share their knowledge and skills with colleagues. Those trained as "trainers of teachers" are often asked to provide formal staff development programs for peers within the local district or in nearby districts. They often become presenters at various professional meetings and conferences and may be invited to serve as consultants for other districts.

Professional Organizations

Social studies teachers are urged to become active members of the National Council for the Social Studies and the Wisconsin Council for the Social Studies as a part of their professional responsibilities. Other social studies professional organizations related to specific disciplines within social studies are identified in the appendix.

Conferences and Workshops

Other opportunities to interact with colleagues are available at state and national social studies conferences or workshops sponsored by professional organizations, the Department of Public Instruction (DPI), the Cooperative Education Service Agency (CESA), and others. Teachers return to their classrooms refreshed and with new perspectives related to teaching and learning processes and are invigorated for teaching young learners.

District Committees

Teachers are often invited to serve as reviewers on state or national accreditation teams, which enables them to gain new insights related to their own teaching practices and programs and to the social studies program being evaluated, and to interact with other colleagues on the review team and with peers at the school where the program is being reviewed. With the need to develop standards, assessment, and curriculum and instructional guides at the state or district level, opportunities to serve on state or district task forces also provide settings not only for personal and professional development but also for sharing professional expertise with peers and colleagues. While serving on such committees, social studies teachers may analyze the social studies curriculum for scope and sequence; gaps and overlaps in content, concepts, and skills; the existence and difficulty level of instructional resources; student interest; student level of accomplishment; diversity and equity; and teaching expectations by the social studies staff. For some teachers, serving on a district textbook, instructional materials, or technology selection committee is a valuable professional development opportunity.

Internship Programs

Often community businesses and government agencies may design and provide summer internship programs for teachers. These experiences enable teachers to glean information and have practical experiences beyond the walls of the classroom and school. Some internship experiences assign teachers to work in a single department to draw on the teachers' areas of expertise, whereas other summer interns are given the opportunity to work in several departments within the business or governmental agency setting to gain a range of experiences. Their intern experiences allow teachers to contribute to the business world, to learn more about private enterprise or the structure and operation of governmental organizations, to interact and exchange ideas with business leaders and workers, and to supplement their incomes over the summer.

Community Volunteers

Some teachers prefer to engage in civic work by participating in community volunteer activities as a way of returning something to the local community. Many civic groups and nonprofit organizations are eager to have assistance during the summer months and at other times throughout the year. They welcome teachers who have skills and expertise these specialized groups need. Teachers draw on these experiences to involve their students in civic work.

Travel

Summer months can be a time for travel or study abroad or in other areas in the United States. For social studies teachers, a well-planned travel experience can be valuable for visiting historic sites; observing new land formations; studying people and cultures; participating in cultural events such as folk festivals, local drama productions, and concerts; and enjoying recreation and leisure activities in other settings. Teachers often bring back recordings, artifacts, and photographs of the sites they visited and use them in their teaching. Sometimes home visits or summer work experiences in other settings are possible if arranged well in advance of the travel dates.

Teachers may also choose to remain at home and may decide to plan a summer reading program to stay abreast of current professional literature, or they may decide to upgrade an existing skill such as writing or technology as they expand their instructional repertoires. At times a district may ask a teacher or teachers to research a particular topic for faculty discussion and possible decision making during the following academic year.

Discussion and Reflection Groups

Sometimes teachers organize and form professional study groups (a community of learners) to read and discuss relevant literature for personal and professional growth. As teachers, peers, and colleagues work together in these contexts, there are changes in professional relationships; teachers' sense of isolation is reduced as collaboration is enhanced; teachers receive feedback; and teachers reinforce each other and gain confidence for making changes (Newmann and Wehlage 1995). They also come to realize that educational knowledge is emerging and not static. In communities of learners, teachers learn from examining research reports, attending conferences and workshops, reading books and journal articles, listening to speakers, and interacting with consultants. They may also review qualities and characteristics of student work, participate in shaping assessment tools, develop and write curriculum, and examine critically and document their own classroom practices (Lieberman and Miller 2000).

As members of the social studies community of scholars, teachers develop their knowledge by the investigation of (or inquiry into) their own practices. In such an environment a method is built around a continuous study of teaching and learning (Joyce, Weil, and Calhoun 2000). For example, they may make assumptions about a range of topics such as school reforms, standards and assessment, the nature of learning, the creation of knowledge, and so forth. Supportive learning communities provide time for reflection, sharing, changing, and improving with colleagues and peers. Learning is not easy and requires time and numerous opportunities to practice and apply these new learnings. Teachers want to exhibit their knowledge and skills in various settings, receive constructive feedback, and remain linked to one or more professional communities of scholars. Even the most knowledgeable teacher working alone does little to add to the development of intellectual capital of the profession (Dan Lortie, quoted in Little 1987).

As members of the social studies community of scholars, teachers develop their knowledge by the investigation of (or inquiry into) their own practices.

To be vibrant, learning partnerships should be flexible. All partners (e.g., teachers, administrators, staff, university faculty, etc.) should have an equal voice, recognize accountability, and allow for learning to be structured around learners' needs. Emerging professional development models reflect a shift from centralized staff development programs to decentralization with many variables. The overall goal remains the same—professional growth for teachers to enhance student learning.

Department Sharing

Other similar opportunities may include "share fair" in which one or more members of the social studies department brings ideas to a social studies staff meeting to be shared with other members of the professional staff for feedback and possible implementation. A related idea is a "read about" in which one colleague reads a journal article, professional book, or chapter and shares the contents of the reading with colleagues. Teachers in some schools become "teaching pals," whereby two or three social studies teachers join together to support each other in sharing curriculum planning, developing instructional materials, and deciding on instructional practices to promote student learning. In some settings coaching teams are organized. On a regular basis they observe one another's teaching, learn from observing the teacher and students, and then enter into a discussion as a means of developing deep understanding and meaning of the teaching and learning processes.

National Board of Professional Teaching Standards

As high standards for teacher professional growth are being developed, more and more school administrators and business and government leaders are encouraging national certification efforts. For example, the National Board of Professional Teaching Standards (NBPTS) has developed rigorous standards designed to promote quality teaching and has established a mechanism that recognizes quality teachers. The process seeks to identify teachers who possess specific expertise in both academic discipline content in the social studies and pedagogy. The development and presentation of the portfolio documentation that demonstrates the qualities of the teacher candidate for national certification is in itself an opportunity for professional growth and development.

Action Research

Within the classroom, teachers frequently engage in action research in which they examine their own classroom practices and seek to answer questions about teaching and learning processes in their classes. For example, a teacher may be curious to find out what a student understands about chronology and the sequencing of events in history. The teacher then designs a project or study that seeks to answer the questions "What do students know about chronology and the sequencing of events?" "What student performances provide evidence of this understanding?" "Are there some ways this content can be taught more effectively?" The teacher should then share the findings of the study with others through presentations at the school or district level, at meetings of professional organizations such as the Wisconsin Council for Social Studies (WCSS) or the National Council for the Social Studies (NCSS), or as a publication in the district newsletter or an article in an educational journal. Depending on the research and findings, the teacher could be interviewed by the local media so that the research process and findings are shared with a larger audience beyond the classroom or school.

School districts continue to be interested in improving the quality of education. This becomes even more important as schools are being asked to be more accountable for student learning. During the last two decades school officials have come to recognize that professional development is an essential ingredient for school reform and improvement.

School boards and district administrators need to recognize the need for professional development when constructing the budget.

For professional development programs to be effective, they need to be well defined and implemented based on sound planning for such activities. School boards and district administrators need to recognize the need for professional development when constructing the budget; they need to provide adequate resources for such things as time for teachers to reflect, research, read, and travel to attend conferences to exchange ideas; money for substitute teachers; stipends for additional professional work; the acquisition of reference materials; and funds to invite experts to serve as consultants over time. In addition, the physical environment must be conducive to planning, thinking, and working. Like other educational programs, professional development activities need to be monitored, evaluated for their effectiveness, and modified to ensure equity and to promote student learning so that students are guided to achieve their full potential.

"Research says that professional development has to be directly connected to daily work with students, related to content areas, organized around real problems of practice instead of abstractions, continuous and ongoing, and able to provide teachers with access to outside resources and expertise. Professional development should take place within a professional community, a team or network, or both." (Linda Darling-Hammond, quoted in Lewis 1997)

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Teaching and Learning Strategies

14

Introduction

Learning is an active and a socially interactive process. Directing and guiding students' learning calls for active teaching. Coined in the early 1980s by researcher Thomas Good, the phrase active teaching refers to the teacher who

- identifies clear learning goals for students,
- selects teaching strategies that will help students reach those goals,
- gets students actively involved in the learning process, and
- guides and monitors student learning. (Eggen and Kauchak 1996:5)

This section of the curriculum planning guide deals with teaching strategies that can be used to get students involved actively in the lesson. It includes strategies to guide and monitor learning and strategies that promote quality teaching that reflects individual differences in abilities and learning styles. Teaching strategies are prescriptive teaching behaviors designed to help students reach the identified learning goals. These strategies are prescriptive in that teacher responsibilities, as well as student responsibilities, are defined in a series of instructional steps and are clearly recognizable. Strategies are content-free and not age-specific; with slight adjustments they can be used in virtually any grade. They are, in essence, blueprints for teaching.

For instance, a very simple teaching strategy is "Think-Pair-Share" (see the section on "Interactive Lecture"). These are the instructional steps of this strategy:

- The teacher poses a broad question to students that allows for multiple responses and asks them to think (and perhaps write) about their responses.
- Students pair up to discuss their answers.
- The teacher then selects a strategy for sharing the answers.

"Think-Pair-Share" has several prescriptive steps that include posing the question, pairing students to discuss the question, and sharing their thinking. Both students and teacher have responsibilities to carry out. A repertoire of effective teaching strategies is essential for all teachers who are working with diverse student learning styles.

Direct Instruction and Active Instruction

Active learning involves students in creating or generating information from within. Students use prior knowledge and experiences; incorporate new information; consider comments from others such as classmates, teachers, and parents; and reflect on reading and observation to make sense of their world and the world around them. Often this type of learning is called a constructivist approach. Although a number of constructivist theories exist, basically they all contend that learners develop their own understandings rather than simply having those understandings given to them by others. The constructivist theories place the student at the center of the learning process in that the student develops new understandings through a process of active construction. Essentially, these theories allow the teacher to be a facilitator of learning rather than a transmitter of information.

Direct instruction is a teacher-centered model that stresses the importance of teacher explanation and presentation and includes both guided and independent practice. The direct instruction model is sometimes considered to be the opposite of the constructivist approach to learning. Educational research, particularly of the 1970s and 1980s, suggests that direct instruction can be very effective in the classroom.

The theories are not in direct opposition. Learners use prior knowledge and interaction with new content to learn when the teacher is lecturing or when using an inquiry approach. To some advocates of the two theories, however, a difference would be in the roles of the teacher and the student. The direct instruction approach stresses the teacher's role as that of presenter whereas advocates of constructivism stress the teacher's role as that of a facilitator and co-learner. In both methods, however, active learning is advocated. In either one, the teacher needs to structure sound learning experiences.

Most teachers will have a repertoire of both active and direct instruction teaching strategies and are comfortable choosing strategies appropriate to the various needs of students and types of lessons being taught.

The teaching strategies in this section are compatible with both schools of thought. In some of the strategies, the role of the teacher is more directive (such as the interactive lecture) whereas in other strategies the teacher is more of a facilitator (such as Suchman's inquiry). Most teachers will have a repertoire of both active and direct instruction teaching strategies and are comfortable choosing strategies appropriate to the various needs of students and types of lessons being taught.

Scheduling Affects Teaching and Learning Strategies

Many secondary schools throughout the country have been moving to different forms of block scheduling. Because of extended class times in the block, it is becoming very essential for teachers to have a wide range of active instructional strategies. Whereas one or two strategies may suffice for the 45-minute period, the extended block period requires being able to put together a lesson with three or four strategies. This calls, once again, for a repertoire of strategies. However, even in the shorter class period, a variety of strategies are necessary for reaching all learners.

In this chapter, a number of teaching and learning strategies are identified. These are strategies that are interactive and engaging and have been used successfully by teachers and students in social studies classrooms.

A repertoire of sound teaching strategies improves student learning by creating more opportunities for active student processing of information and interaction with texts, teachers, and peers. Not only does the activity and variety of a number of teaching strategies make learning more enjoyable for students, it also meets the diverse needs of students and makes teaching more enjoyable and successful for the teacher.

Substantive Conversation Strategies

Lectures and discussions are the conversations of learning in our social studies classrooms. When students are engaged in conversations about content and concepts, when teachers and students discuss their understandings and engage in substantive conversation, meaningful learning can occur.

Lectures are very popular in the social studies and have many advantages. They can convey a great deal of information to students in a short time. However, lectures are often seen as promoting passive learning by encouraging students to sit quietly, listen, and remember information. Passive listening is a very ineffective way to learn information or to develop in-depth understanding.

Discussions are very important in social studies. However, traditional discussions are often seen as ineffective. One of the problems is that too often discussions consist of a series of short answer–recall questions that do not require students to use critical thinking skills.

Lectures and discussions can be dynamic participatory strategies that help students achieve the standards and learning goals. They can become extended conversational exchanges with the teacher and classroom peers that build a substantive understanding of ideas or topics. Figure 14.1 identifies three types of substantive conversation strategies described in this section.

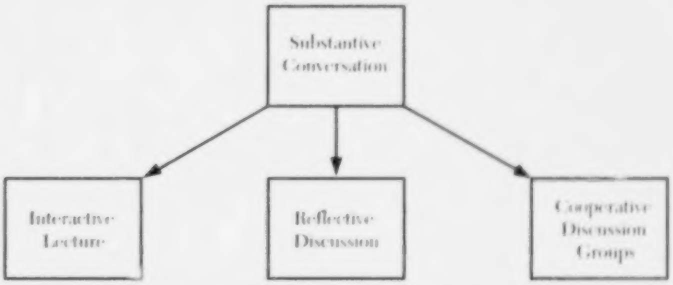


FIGURE 14.1 **Strategies Related to Substantive Conversation**

Strategy A: Interactive Lecture

Description: A lecture that utilizes a variety of processing strategies to involve students with the content being presented.

Purpose: To synthesize, summarize, and deliver information in a way that helps students actively process it.

When to use this strategy: When teaching students content information.

Lectures can communicate substantial amounts of information in a short amount of time. An effective lecture translates important historical and academic information into language and terms to which students can relate. It can compact large amounts of information into understandable pieces while involving and engaging students actively in processing information.

To make lecture more effective, the teacher can use processing strategies throughout the lecture to continue active student involvement with the information. Passive listeners often do not think or process the information into their own words.

There are three goals of the processing strategies that follow:

1. Begin the Lecture with a "Bang"

Madeline Hunter (1984) used to refer to an "anticipatory set" as a sound method to initiate a lesson. The purpose of an anticipatory set was to focus the students' attention and thought on the lesson to come. Two prerequisites that get students' attention are identifying prior knowledge and giving an idea of the content.

- **Suchman's Inquiry** In this type of inquiry a puzzling story, statement, or discrepant event is presented to students. The teacher answers questions about the event with only yes or no responses. Students pose questions to the teacher. Questions build upon questions and answers build upon answers as students attempt to solve the problem.

- **Media Hook/K-W-L** This strategy uses a slide, video clip, or other form of media in combination with a listing or discussion of what students

Know about the subject (or believe that they know) to be studied, as well as
What they would like to know, and what they have
Learned–(takes place after the lesson).

2. Keep Students Actively Involved During the Lesson

During the lecture, processing strategies that can be inserted include the following.

- **Question-All Write** Students can be questioned during the lecture. The importance of waiting no less than five seconds between asking the question and calling on a student to respond is well documented. Asking students to think about the question and writing their response can enhance wait time. The teacher can then choose a method for students to share their thinking. The Question-All Write strategy maximizes the number of students who think about the question.

- **Think-Pair-Share** Think-Pair-Share is a cooperative learning strategy that utilizes wait time, pair discussion, and whole group discussion. The teacher asks a broad but focused question to students and pauses a few seconds to allow for thinking or writing time. The question should be open-ended, thus having a number of possible answers.

Following a short pause, students pair up to discuss their thoughts about the question. Again, the teacher should have students share answers.

- **Whip Around** Following Question-All Write or Think-Pair-Share, the teacher decides how students will share their answers. An excellent strategy for initiating a discussion is the Whip Around, in which the teacher selects an area of the room and everyone in that area offers their answers.

This strategy can be used with a part of the class and supplemented by calling on others. It is important that the question will be drawing a variety of responses. The teacher might say to the class, "Look over your written responses to the question. Let's whip down this row and across the back. Please share your responses. I will also call on others as well." The Whip Around builds on the wait time of the previous two strategies and also raises the interest level of the class. Students often listen more closely to responses to compare them.

- **Use note-taking strategies** As the lecture is taking place, have students take notes. For note-taking strategies see the section on "Reading for Meaning."

- **Use of media** The use of media makes the lecture more interesting and aids the visual learner in processing the information. Visual images can be selected that illustrate major points, events, or ideas being made in the lecture.

If a video segment is selected for use, it should be short (no more than 10 minutes) and should be preceded by an explanation of what students should notice.

As with video clips, the teacher can select slides that relate to major points in the lecture. The teacher can develop questions that have students examine information from the slide that are important to the lecture.

If the slide projector and the screen are placed at the farthest opposing points in the room, the image will be very large and students can interact with what they see. This interaction can include students moving toward the screen for a closer examination, having students point out what they see, or even having students step "into the image" and role-play.

3. Help Students Summarize What They Have Learned from the Lecture

Madeline Hunter discussed the need for beginning the lesson with an anticipatory set, and she also discussed the need to end the lesson with closure. According to Hunter, closure is conceived of differently than the teacher summarizing what has been said; closure involves the *students* summarizing what they have learned.

The following three strategies are effective for closure: outcome sentences, writing a summary, or sentence synthesis.

- **Outcome sentences** Students think about a prompt and then respond to it in writing; the prompt can be a sentence stem rather than a question. The stem selected follows a lecture or other learning experience.

The sentence stem might be "I learned that . . ." or "I still wonder why. . . ." This is followed by class discussion. The purpose is to get all students to reflect on the lecture and on their learning.

- **Writing a summary or sentence synthesis** Summarizing is another effective strategy as a closure for a lecture or other learning experience. Students cannot write a summary without considering the whole of the lecture. Teachers should explain how to summarize (look for main points, eliminate details, etc.). The "frames" strategy is very effective when students are first writing summaries (see the "Reading for Meaning" section). Lectures can be meaningful learning experiences when students are engaged in and processing the content.

A number of sources exist for the interactive lecture. The interactive slide lecture is a dynamic participatory form of lecture that uses teacher questioning, slides, and visual note taking in *History Alive! Engaging Learners in the Diverse Classroom* (Bower, Lobdell, and Swenson 1999).

A number of the processing strategies cited previously can be found in *Inspiring Active Learning: A Handbook for Teachers* (Harmin 1994).

Strategies for Teachers: Teaching Content and Thinking Skills (Eggen and Kauchak, 1996) has an excellent chapter entitled "Teaching Organized Bodies of Knowledge: The Lecture-Discussion Model."

Strategy B: Reflective Discussion

Description: A classroom discussion that involves students understanding, synthesizing, and analyzing information.

Purpose: To conduct thoughtful in-depth classroom conversations.

When to use this strategy: When engaging students in thoughtful and analytical processing of content.

Whole-class discussion can be the opportunity for students to reflect on their learning. The teacher uses the discussion period to elicit and probe students' thought. It provides an excellent opportunity for students to exercise their critical thinking skills. Discussion can be a powerful teaching strategy, yet it is a strategy that can fail to involve all students and can become bogged down in simple recall with little thought or elaboration.

To move classroom discussions beyond the "one factual question after another" state, the reflective discussion strategy has the goals of promoting high levels of participation and thought. To meet these goals, the strategy utilizes the following steps:

1. Design and Use Socratic Questions

Socratic questioning probes and elicits student thinking and is a powerful tactic for fostering critical thinking. In Socratic questioning the teacher focuses on asking probing and thoughtful questions rather than just giving answers. Critical thinking leader Richard Paul has noted that the Socratic questioner acts as the equivalent of an inner critical voice, continually urging thought to go further in an intellectual, disciplined way. When the teacher is functioning as a Socratic questioner, he or she is continually aiding students by posing facilitating questions.

Socratic questioning is structured questioning. This does not mean that all questions will be scripted, but it is helpful to begin the discussion with some key questions in mind. In developing those key questions, it is helpful to remember that Socratic questions essentially probe thinking in four directions:

- QUESTIONS THAT PROBE ASSUMPTIONS, REASONS, AND EVIDENCE

"How do you know?"
"What are you assuming?"
"Your argument seems to depend on the idea that __________; why is that?"
"Why do you say that ________?"
"What would be an example?"
"What reasons do you give or can you give ________?"
"What evidence is there to support your thinking?"

- QUESTIONS ABOUT ORIGINS

"How did you come to believe that? What makes you say _____? Could you give me an example?"

- QUESTIONS ABOUT CONFLICTS WITH OTHERS' THOUGHTS (DIFFERING VIEWPOINTS AND PERSPECTIVES)

"What might someone who disagreed with you say? How would you answer someone who says__________? What might these people say?"

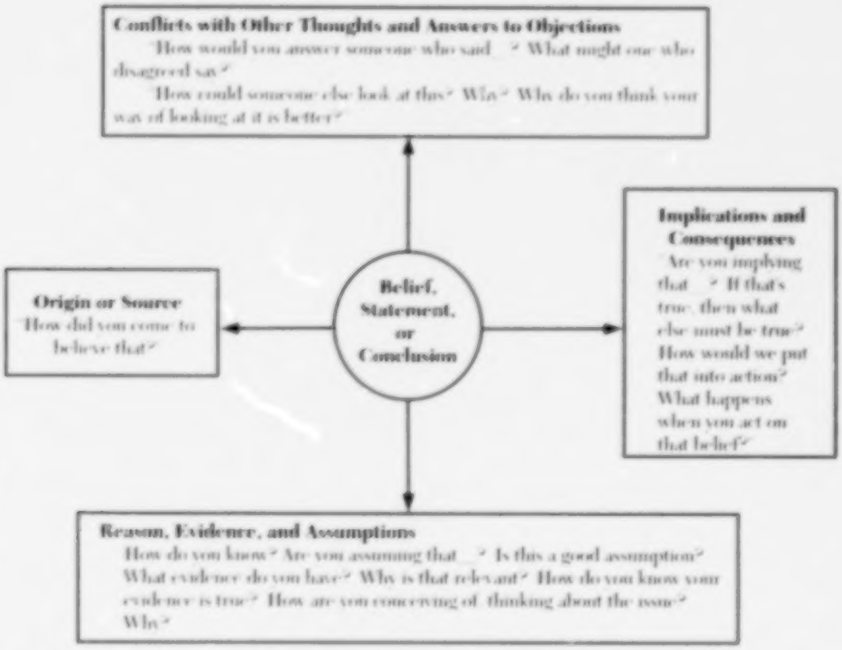
- QUESTIONS ABOUT IMPLICATIONS AND CONSEQUENCES

"What effect might that have? What might happen as a result? What might be an alternative?"

Figure 14.2 indicates that student thinking skills can be expanded into four directions useful to helping students learn important social studies content, concepts, and skills.

2. Provide Thinking and Writing Time for Students

Students should be given some thought time before being called on to discuss key questions. Just as the interactive lecture must be broken up with processing strategies from time to time, so should discussions. The same strategies explained in the interactive lecture section work well during discussions.



Conflicts with Other Thoughts and Answers to Objections

"How would you answer someone who said ___? What might one who disagreed say?"

"How could someone else look at this? Why? Why do you think your way of looking at it is better?"

Implications and Consequences

"Are you implying that ___? If that's true, then what else must be true? How would we put that into action? What happens when you act on that belief?"

Origin or Source

"How did you come to believe that?"

Reason, Evidence, and Assumptions

How do you know? Are you assuming that ___? Is this a good assumption? What evidence do you have? Why is that relevant? How do you know your evidence is true? How are you conceiving of, thinking about the issue? Why?

FIGURE 14.2 **Pursuing Thinking in Four Directions**

- **Question-All Write:** Stop from time to time to have students reflect on what has been discussed. Ask a question and give students some time to write an answer before continuing with the discussion.
- **Think-Pair-Share:** Having students pair up to discuss an important issue that has been brought up, before bringing it back to whole class discussion, is an excellent strategy. If you have students in small groups during the discussion, stop from time to time to have them do the same.
- **Outcome sentences:** Use such sentence stems as "From this discussion I have learned. . . ." Writing outcome sentences is an excellent closure for the discussion.

3. Use a Variety of Techniques for Calling on Students

In effective discussion, all students are involved. Although everyone may not participate equally, all students should have a sense of contributing to the conversation. The writing and thinking strategies mentioned earlier are an important part of this. Also important is using a variety of techniques for calling on students. Call on volunteers and nonvolunteers alike, and occasionally use the Whip Around strategy (see "Interactive Lecture").

A number of the ideas in this strategy can be found in *Inspiring Active Learning: A Handbook for Teachers* (Harmin 1994). For a thorough treatment of Socratic questioning and the role of critical thinking in education, see *Critical Thinking: How to Prepare Students for a Rapidly Changing World* (Paul 1993).

Strategy C: Cooperative Group Discussion

Description: A classroom discussion that involves students in understanding, synthesizing, and analyzing information.

Purpose: To conduct thoughtful and in-depth classroom conversations.

When to use this strategy: When engaging students in thoughtful analytical processing of content.

Cooperative group discussion is a strategy to enrich class discussions. Based on the work of Burt Bower and colleagues (their strategy is called "response groups") and Spencer Kagan, students in small groups (three or four) receive written or pictorial information, read primary and secondary source materials, and discuss open-ended thought questions on the material. Following small group discussion, presenters are chosen from each group to share the results of these discussions with the whole class to facilitate whole-class discussion.

Cooperative group discussion is particularly suitable for such important social studies activities as discussing controversial issues, "solving" historical problems, understanding multiple perspectives, and analyzing primary and secondary source materials or documents.

1. Collect Materials for Group Activity

Essential to the cooperative group discussion is to have historical information for students to read and react to. Social studies, especially history curriculums, offer many resources with this type of information.

- **Primary source materials:** Students can think like historians or social scientists by viewing primary source material for interpretation and discussion. For instance, in the lesson on the Iceman, students have received a background on the prehistoric man found in the Italian Alps. In their small groups they receive a folder with five information sheets: one of the sheets contains a picture of the Iceman's body with a brief description, and the other information sheets each have a picture of an artifact with a brief description of it. (The Iceman lesson was published as "The Time Before History: Thinking Like an Archaeologist" by Michael M. Yell, 1998, *Social Education* 62, no. 1: 27–31.)

  Another option for primary source information is to give them pictures to view and interpret. The National Center for the Study of History in the Schools at University of California at Los Angeles (fax, 310-794-6740) has lessons that are designed based on the use of primary sources. One of their publications, for example, is on ancient Greece, and among the sources are reproductions of drawings found on pottery from ancient Athens. The groups could view the pictures and discuss their inferences about ancient Athenian life based on observing the pictures.
- **Historical information:** Interesting historical readings can be used for the group activity. For instance, if the class is discussing President Tru-

man's decision to use the atomic bomb in World War II, background readings could involve the rationale for the decision as well as a document with an opposing view. Or perhaps the class is discussing what happened on Lexington Green. In this case, students could read and discuss several primary or secondary source interpretations of the event. (For primary source accounts on Lexington Green, see Geoffrey Scheurman, 1998, "Revisiting Lexington Green," *Social Education* 62, no. 1: 10–18.)

- **Controversial issues:** This strategy is very appropriate for considering controversial issues and current events. Having students read both "pro" and "con" positions can lead to very animated class discussions. During elections years, teachers can use the strategy to examine candidates' differing positions on issues. It is important that a range of perspective be provided.
- **Other ideas:** In addition to the primary sources, historical information, and controversial issues just described, the group could view slides of artwork, listen and react to historical or contemporary music, or look at political cartoons and react to the stimulus. The possibilities are endless.

2. Design Questions for the Group Activity

Essential to cooperative discussion groups is to develop the questions that the groups will discuss related to the source materials that they are examining.

The questions should be stated in an open-ended manner to invite discussion. For example, in the Iceman example mentioned earlier, the question below the picture of each of the Iceman's artifacts and its description is simple: "What can you infer about the Iceman's life and death from this?" From the Lexington Green information the question might be, "Explain whom you feel was responsible for the shooting on Lexington Green."

One idea used in the response group strategy described by Bower, Lobdell, and Swenson (1999) of the Teachers' Curriculum Institute is to have groups quantify an answer on a spectrum. For example, if the class is examining the terms liberal and conservative as they relate to a particular modern issue, one end of the spectrum would be liberal and the other conservative, with moderate in the middle. Their task might be to place their names on the spectrum for their issue before the discussion.

As groups discuss and come to decisions, students should record the answers in their notebooks. Of course, they may decide to change their initial responses based on new information presented.

3. Following the Group Activity, Have the Whole-Class Discussion

After the groups have had time to discuss the questions and write their answers, it is time to begin the whole-class discussion. There are a number of ways to facilitate this discussion.

- **Use Numbered Heads Together:** Spencer Kagan (1995) developed this cooperative learning structure. Numbered Heads is a simple cooperative structure that consists of four steps: (1) students in small groups number off; (2) the teacher asks a question; (3) students put their heads together and discuss; and (4) the teacher calls out a number, and the students with that number stand to speak for their group.

- **Encourage groups and the whole class to respond to each others' ideas:** This can be done by asking the presenters from each group to begin with "We agree/disagree with your idea because . . . ," or by asking presenters who have not yet spoken to consider the ideas already mentioned and respond to them.
- **Use Socratic questioning:** See previous strategy.

4. Have Students Respond Individually to the Lesson

Following the lesson that utilizes the cooperative discussion group strategy, students should engage in individual work. The activity should involve writing and could contain a closure activity described in the "interactive lecture" section, such as writing outcomes sentences or a summary. The writing strategies "Frames" and "Short Statements" are also appropriate for closure (see writing strategies section).

Writing Is Thinking Strategies

This section deals with strategies to help students write well. A basic assumption is that an important reciprocal relationship exists between writing well and thinking well.

Writing is about discovering, analyzing, synthesizing, and evaluating. It should not just be about copying or downloading information. Writing is about thinking. The meaning that is finally contained on the written paper should evolve as students move through the process of writing. Yet student writing does not always contain clear thought. Nor does it always involve an evolution of thought. Rather, student writing often involves thinly veiled plagiarism, little command of the language, and imprecise thought.

Yet writing can be a powerful learning tool. This section will look at writing strategies that teachers can use to help students write and think effectively. Figure 14.3 identifies three types of writing strategies described in this section.

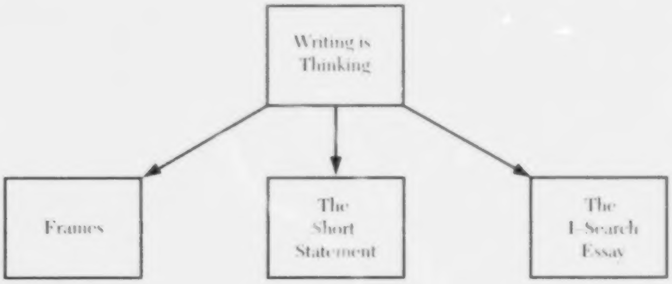


FIGURE 14.3 **Strategies Related to Writing Is Thinking**

Strategy A: Frames

Description: Frames are tools for guiding the development of students' writing. They are skeletal formats that students will use for writing.

Purpose: To guide students in developing well-formed paragraphs regarding the information that they are learning.

When to use this strategy: This strategy is excellent for assisting students in finding and writing key information from a reading or any previous work in class. It ensures that the work they produce is not directly copied. It is also excellent for essay tests.

Frames can be developed in many ways. One way is to provide a framed paragraph for a reading (whether it is from a book or a learning station). Fragments of the topic sentence, as well as supporting details and transition words, are contained within the frame.

For example, a teacher in a world history class is having students learn about various emperors in ancient Rome. Students are given readings on four Roman emperors (Augustus, Nero, Hadrian, and Trajan). After reading on each of the four, they are to write a paragraph in their notebooks on the emperors. Rather than just being told to take notes and write a paragraph, students are given the following framed paragraph to use in their responses to the readings.

Example of a Framed Paragraph

The emperor ________ ruled Rome ________________________________
________________________. As a person he ____________________________
____. Some of his successes _____
____
____. He also had some shortcomings
and failings that included ____

Frames can also be used in many other ways. For example, a framed outline can be given to students as a homework assignment, or a frame can be used as an aid in writing essays or for exams and quizzes (which makes correcting them much quicker).

There are a number of advantages to the use of frames. To begin with, because the teacher writes the prompts that constitute the skeleton of the paragraph, frames give students practice in writing sound paragraphs with sentences that have a meaningful relationship to the sentences that precede them and follow them. Another advantage is that students cannot directly copy from a source because the teacher has provided unique prompts. The use of frames also relieves the teacher of excessive reading and correcting due to the standardization of the paragraphs.

In developing frames, the teacher should write out a summary paragraph of information from the reading, lecture, or video. It is important that the teacher write a paragraph that includes what he or she wants students to have in their paragraphs (topic sentence, details, etc.). From this paragraph, create the sentence stems that you will present to students. A frame is put around the sentence stem and it is presented to students.

This strategy can be found in a number of educational sources. One recommended source is *Teaching Reading in the Content Areas* (Billmeyer and Barton 1998). Another is *Classroom Strategies for Interactive Learning* (Buehl 1995). For a more complete description of frames, see *Writing in the Content Areas* (Benjamin 1999).

Strategy B: The Short Statement

Description: The short statement consists of three writing strategies that help students write three or four well-developed sentences that have high information density.

Purpose: To help students write precisely and concisely as a tool for learning.

When to use this strategy: This strategy is used to help students write concisely. It also can be used when it is not possible or advisable for students to write a longer essay.

Researching and writing papers takes time, so it is not always practical to assign lengthy papers. Yet writing is an important learning tool and should be used often. A way around this dilemma is to make use of the short statement. The short statement can be described as an essay four or five sentences in length. It can be used more often than a full-blown essay, which requires considerable teacher time for corrections and comments. When using a short statement assignment, it may be a helpful analogy to ask students to imagine that they are writing an ad for a newspaper and that every word costs money.

Although the short statement still requires research and understanding, it helps students put thoughts down on paper efficiently, directly, and concisely. The short statement is not only useful in class assignments, it is an excellent strategy for essay tests.

1. The Brief Bio

In this strategy, students are asked to create brief biographies of historical or modern-day figures they have studied or are about to study. In first introducing the brief bio to students, explain the following:

In the brief bio concentrate as many facts about the person being researched as can be included in a small space.

1. *Briefly explain the notable actions of the person.*
2. *Place the person in a historical context (span of years, historical event or period, year or decade, etc.).*
3. *Use action words.*
4. *Use concise language and combine your sentences.*
5. *Do not use more than five sentences.*

Following a short discussion of the criteria, it is helpful to read to an example. What follows is an adaptation of an example that Amy Benjamin gives in her book *Writing in the Content Areas* (1999).

The Brief Bio

The purpose of the brief bio is to put a great deal of topical information into a four- or five-sentence paragraph.

What you must do in the brief bio:

1. Explain the actions of the person that makes him or her notable.
2. Place the person in the historical context.
3. Combine sentences.
4. Use concise, compact language.

Example

Benito Mussolini, known as il Duce, led the Italian Fascist Party in the 1930s and 1940s during World War II. He is known for brutal aggression against Ethiopia and Albania, and for turning Italy into a police state. He allied with Adolf Hitler during the war, and when the war was lost, he was hanged.

Adapted from Benjamin, 1999.

2. The Place/Event Statement

Along with the brief bio, the place/event statement is a writing strategy in which students are asked to demonstrate concisely their knowledge.

The place/event statement asks students to provide a brief identification of a place or event. In this statement the student explains the dates or time span of the event, places it in historical context, explains something that makes the place or event memorable, discusses the major players in the event, or explains the outcome or significance of the event or place. As with the brief bio, students must use compact, concise language and pack a good deal of information into a short space.

What to Do in the Events Statement

1. Tell the dates.
2. Tell the major players.
3. Give at least one detail that makes it memorable.
4. Tell the outcome.
5. Use compact, concise language (four or five sentences).

Example

The Crimean War (1853–1856) was a territorial clash. Russia sought expansion and invaded Mediterranean ports (which were Turkish provinces) and Turkey, whose allies were Britain, France, and Sardinia. The allied forces won after victories at Sevastopol and Balaklava.

Adapted from Benjamin, 1999.

3. The Compare and Contrast Statement

The third form of the high-density information statement is the compare and contrast statement, in which the student expresses a contrast or difference between two places, events, or people that have been studied.

In the contrast statement the student presents the terms that have been studied and looks at the relationship between them. In four sentences or less, the students write the thesis statement (focus of the paragraph) and write one comparison sentence that points to a similarity and one contrast statement that points to a difference between the two points in question.

Strategy C: The I-Search Essay

Description: This form of essay attempts to structure and focus student writing.

Purpose: To engage students in a writing experience that moves them toward thoughtful and precise writing.

When to use this strategy: When the teacher wishes to give students a writing assignment in which they find and research new information or use previously learned information in new ways.

To engage students in writing as thinking, it is first necessary to focus the assignment. The use of too broad a topic and a requirement to use several sources invites plagiarism. To avoid the problems of plagiarism and padding, structure the assignment so that it is focused, to help students produce more than a descriptive overview of a topic that can be copied or downloaded from another source. Note the use of the term "I-Search" essay rather than "research." This is because realistically, most students do not conduct full research projects, but they do search for information.

1. Structuring the Task

The length of the assignment: If we ask for a specific number of pages, we are, in many cases, inviting big fonts, wide margins, and padding. For this reason, it is effective to specify length in terms of content rather than volume. In other words, ask for four or five paragraphs, with instructions for the information to be contained within each paragraph. Sharing examples of good student work also helps.

The focus of the paper: The focus is the controlling idea of the essay. Whereas a topic can be stated in terms of a phrase, the focus can best be phrased as a question to be answered.

Rubric: A rubric is a set of scoring criteria. It is shared with students as they are learning about the assignment. Following is a rubric that may be used in an I-Search paper:

ESSAY RUBRIC

Proficiency levels or grade	Characteristics
Advanced or teacher-chosen designation	Purpose clearly stated in introduction and conclusion Correct mechanics; almost no errors in spelling or usage Ideas and facts are explained very well; examples are used to elaborate Original thought; sources used are cited
Proficient or teacher-chosen designation	Purpose is contained in the introduction and conclusion Generally correct mechanics and usage; a few errors Ideas and facts are explained with examples Most work is original; sources used are cited
Basic or teacher-chosen designation	Purpose in introduction and conclusion could be clearer Mechanics and usage are good; some errors Ideas and facts are listed but not explained well Some copying
Minimal or teacher-chosen designation	Introduction and conclusion are incomplete Contains errors in mechanics and usage Few ideas and facts listed; no examples Much of the paper is directly copied
Unacceptable or teacher-chosen designation	No introduction, conclusion, or both Many errors in mechanics and usage Contains few ideas; no examples Material directly copied

2. The Writing Process

Writing, like thinking, does not emerge full-blown; rather it is a process to be learned. It must be an evolution. To students, writing is often viewed as simply the final product. Although there are many different versions of the writing process, the essence is quite simple: students approach the task of writing in phases and allow for a span of time during which they plan and refine their writing. The phases usually include prewriting, drafting, revising, and the final draft.

The following form of that process is very workable for social studies classrooms. Prewriting activities consist of a statement of intent and note taking. Teacher and peer feedback is provided on first drafts and revisions. The final draft is turned in for a grade. It is important to make certain that before students begin the work, they understand the assignment, have chosen their topic, and know the criteria or rubric for assessing their work.

The Statement of Intent: This short statement has students explain their understanding of what is expected of them in the writing assignment. The assumption behind having students create this statement is that it is important to reflect upon what they are expected to do.

This statement is not an actual part of the paper. Rather it would be written into the student notebook prior to beginning their work. Students begin their statement with the stem "In this paper I am expected to. . . ."

Researching and note taking versus copying: Another important step in the writing process is note taking. Whether students use index cards or notebooks, they should keep several points in mind:

- Require that the notes be in short statements; using bullets is effective. In explaining the note-taking procedures, mention the analogy of writing an ad for the newspaper; every word costs money. Keep it short!
- Have students use additional forms of notation for the bulleted items, such as circling names, or putting a "P" for places and an "E" for events. These notations help ensure that students are thinking about and processing information while taking notes.

Begin with the middle two paragraphs; provide feedback: Whereas most students want to begin with the introduction, have them start with the middle paragraphs, or the body of the paper. This focuses students on converting their notes and ideas into writing. After some time writing, and a short trip to the computer lab (if available), students write the two middle paragraphs and then turn in copies. Read through these (with only two paragraphs per student, it goes quickly) and make comments on how students might improve. Because the teacher is looking through only two paragraphs and not grading the papers, it does not take long. The next day the papers are handed back to students for them to continue working.

Final draft: At this point, many teachers have the students work in the computer lab to write the final paper. Another option is to have students work on their final drafts outside of class and give them several days to complete it.

A small copy of the rubric can be created and stapled onto the paper. Write your comments on the rubric so that students understand exactly how well they did.

The grade that is on the final copy that students turned in need not be their final grade for the paper. If they so desire, the teacher can allow students to use the rubric and the comments to rewrite their papers and turn them in within a certain time frame. The new grade can be averaged in with the grade on the first paper as the teacher wishes.

The ideas contained in the I-Search essay were adapted from the book *Writing in the Content Areas* (Benjamin 1999).

Literacy—Reading for Meaning Strategies

Expository reading, as in textbooks, newspapers, magazines, and other primary source materials, is the type of reading most often used in social studies classrooms. In the school curriculum, social studies teachers share the responsibility of teaching expository reading because students have not been taught how to get meaning from that type of literature.

Reading should be a dialogue with the writer in which the students actively work to construct or reconstruct meaning. Questioning, organizing, interpreting, synthesizing, and digesting of information must happen in their thinking as they read.

Whether one is considering textbooks, student magazines, primary source materials, newspapers, or the Web, or having students work together or separately with reading materials, the following strategies will help students engage in that dialogue with the writer and become active readers. Other excellent resources for reading strategies are found in Buehl (1995); Harvey (1998); Havens, Maycumber, and Santana (1996); Irwin et al. (1995); and Wisconsin Department of Public Instruction (1989) (see this chapter's reference list). Figure 14.4 identifies the four types of reading for meaning strategies described in this section.

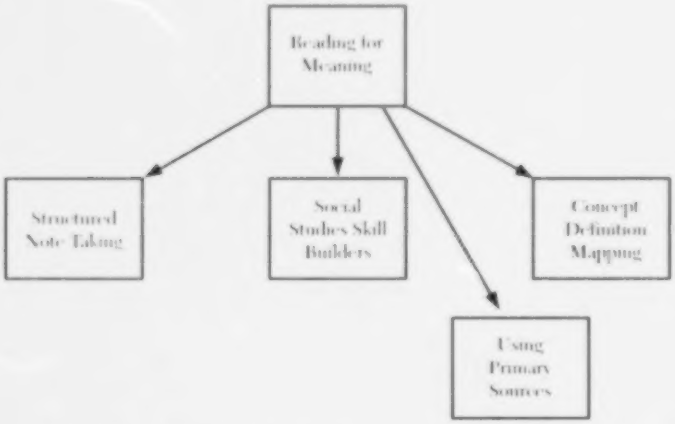


FIGURE 14.4 **Strategies Related to Reading for Meaning**

Strategy A: Structured Note Taking

Description: This strategy uses visual organizers and note-taking techniques to help students understand the ideas that the text or reading materials are presenting.

Purpose: To help students understand and remember key ideas, concepts, people, and events in their readings.

When to use this strategy: When teaching students to understand and remember what they have read.

There are obvious advantages to the use of textbooks in social studies and history classrooms. Textbooks compact and synthesize immense bodies of information. Yet different teachers use their textbooks in different ways; for some it is a classroom resource, for others it is their curriculum. But however a teacher chooses to use a textbook, he or she can take steps to help students get meaning from the reading.

The structured note-taking strategy utilizes a number of different methods to help students work with the text and other written materials. In addition to the reading involved with the strategy, it uses various visual tools to help students organize the material.

The purpose of structured note taking is to help students organize the ideas that they gain from reading, listening, and viewing. Often student notes are disorganized and lack information. Many students often do not know what to write down and what to leave out. They may copy material from a book or overhead verbatim, not stopping to think much about the ideas contained within. Taking notes from a guest speaker or a video is even more difficult.

Although there are many visual tools for use with reading sources, there are very few available for taking notes from listening and viewing tasks.

1. The Collaborative Listening-Viewing Guide

This guide uses individual note taking, group elaboration, and whole-class discussion to structure the organization of student notes. The following steps are followed in this structure:

Preview and review information During the preview the teacher helps students examine the information to come. Any of the "book" strategies previously mentioned could be used. The teacher also uses this opportunity to review ideas from previous lessons that will be important. The teacher also uses a transparency to introduce the guide.

Record	Elaborate

Extend

Record While listening to the guest speaker or viewing the video, students use the left-hand side of the organizer to jot down the key points and significant ideas. It is important that the points they write down be very brief so the process of transcribing the information does not interfere with the process of listening.

Elaborate In this phase the students work in pairs or small groups to discuss their key points and significant ideas. In addition to comparing these details, they discuss and elaborate on them. These elaborations are written on the right-hand side.

Extend This phase is conducted during a whole-class discussion of the elaborated points made by the various pairs or groups. Use the reflective discussion strategy to go into their ideas. The extension activity ends with a closure such as "write a summary" or a frame. In the "extend" box students are to individually summarize what they have learned.

2. Task-Specific Organizers

Task-specific organizers help students organize information from readings, whether they are text readings, newspapers, articles, magazines, or primary source quotations. Many task-specific organizers exist: two-column notes, selective highlighting, adhesive notes, and primary quote restatements shall be dealt with in this section.

Two-Column Notes A variety of two-column note structures can be used in structured note taking. Included within these structures are main idea–detail notes, question–answer notes, and opinion–proof notes. Each of these structures can be augmented with the addition of a summary that students must write.

Based on the Cornell note-taking system, the format for two-column notes is the same as that for the collaborative listening-viewing guide:

Main Idea	Details

Extend

1. Main idea–detail notes summary helps students organize the main ideas and details in social studies reading materials. In using this method, first make a transparency of the two-column format and work through a reading aloud. Using the textbook, it is easy to find the main ideas because these points usually divide up text sections and are printed in bold. The teacher should also make certain that students include the ideas contained within graphs and maps in the details column.

When students have had sufficient practice with text materials, they should move to nontext materials (that do not have the bold headings) that will require more thought.

The summary should be kept to a minimum—one or two sentences long. One- or two-sentence summaries require active processing and provide excellent feedback to the teacher. These notes can also serve as study guides for the students.

2. Question–answer summary notes utilize a note-taking format that is similar to the previous structure. The main difference is that now students must generate questions from the main ideas. This takes them further than simply finding the main point. After all, the main point in a text is usually in bold. However, the bold statements cannot always be made directly into a question, so students must put more thought into the process. As students read through the materials they translate the main ideas into questions and the details into answers.

3. Opinion–proof summary notes utilize the same format but ask students to develop and support their arguments with evidence. In the left-hand column they put their opinion or an argument, and in the right-hand column they put their evidence.

One sheet can list both pro and con positions if it is folded down the middle, and the format easily translates into a persuasive essay or debate position.

4. Selective highlighting (or underlining) can be a very useful structure with newspapers, articles, and other nontext materials that students can mark up. Students must be taught to be selective in what they highlight. The idea is to highlight only the *key* words and phrases. Show students that key words and phrases will usually answer who, what, when, where, why, and how statements.

5. Adhesive notes are useful when students cannot mark on materials being used. For example, if current magazines or other instructional materials are being shared with other classes, adhesive notes are advised. They can be used as effectively as selective highlighting to note key ideas and facts.

6. Primary quote restatement is an excellent structure for use with primary source quotations. Teachers who use quotations know that they are often difficult for literate adults, let alone students. Reading Lincoln's Gettysburg address may be daunting for students, and reading the ancient Greek statesman Themistocles' decree made before the Battle at Salamis can be positively mind-blowing.

In the primary quote restatement, students work individually or in small groups to rephrase the quote in language that they can understand.

The strategies in this section were adapted from *Project CRISS: Creating Independence though Student-owned Strategies* (Havens, Maycumber, and

Santana 1996), the *ReadingQuest: Making Sense of the Social Studies Website*, developed by Dr. Raymond Jones, University of Virginia, http://curry.edschool.virginia.edu/go/readquest; and *Teaching Reading in the Content Areas: If Not Me Then Who* (Billmeyer and Barton 1998). An additional source is *Practical Strategies for Improving Instruction* (Wood 1994).

Strategy B: Social Studies Skill Builders

Description: This strategy has students work in pairs through a number of fast-paced activities that involve reading and synthesizing information.

Purpose: To help students learn basic information at an energizing pace.

When to use this strategy: When students need to learn a substantial amount of information in a limited time.

In social studies skill builders, developed by Burt Bower and colleagues (1999) of the Teachers' Curriculum Institute, students work in pairs to complete fast-paced tasks such as mapping, graphing, comparing, and the like. The teacher begins by modeling the tasks students are about to learn. When they begin, students work through a number of activities in the same manner while getting immediate feedback from the teacher.

1. Design the Activity

In a skill builder, the information that the students need to complete the task is usually divided and must be matched before the task can be completed. For instance, a government teacher is conducting a lesson on political cartoons utilizing the skill builder strategy. Students are divided into pairs and each pair is given a reading of a political issue. Copies of political cartoons are taped on the wall. When a pair has finished their reading, they must look for their corresponding political cartoon. After they have found the match, they begin a writing activity. Because a number of students may be handling the information, it is helpful to have both the descriptions and the pictures printed on card stock paper, or put in plastic sleeves, or both.

The synthesis activity is the final step in designing the skill builder. The teacher must design a final writing activity in which students link the information that they have read and the picture they have found. In the government example, the teacher chooses to have students write a framed paragraph (see "Writing Is Thinking" section) on how the cartoon depicts the political issue.

2. Pairs Work Through the Skill Builder

With the information handed out to the pairs and the political cartoons posted on the wall, the skill builder begins. Each pair reads through their information on the political issue. The first pair gets reading number 1. When they have completed reading it, they write a summary sentence in their notebooks. They then move around the room to find the political cartoon that matches the reading on the political issue. When they find the correct picture (the teacher gives clues to those students having problems), below it is a task they must do. The task in this case asks students to write a framed paragraph.

The teacher gives feedback, and the pair moves on to reading number 2. This continues until pairs have finished a predetermined number of tasks.

3. Feedback and Assessment

The work that the students do during the skill builder is to be put into their notebooks. A matrix works well for skill builders. In the political cartoon example, the students could write in their notebooks a one-sentence summary of the reading as well as a framed paragraph explaining how the political cartoon depicts the issue.

How the teacher provides feedback during the work is an important consideration. Many teachers find that the best plan is to have students bring their final work on each activity to the teacher. The teacher provides the feedback and marks the paragraph in the notebook with a stamp or other mark indicating that students are ready to move on. The students then pick up their next reading. The social studies skill builder can be found in ***History Alive! Engaging All Learners in the Diverse Classroom*** (Bower, Lobdell, and Swenson 1999).

Strategy C: Concept Definition Mapping

Description: The concept definition mapping strategy uses graphic organizers to help students understand the essential attributes, qualities, or characteristics of a concept's meaning. Students use the organizer to describe the concept and its essential attributes and give examples.

Purpose: To help students understand key concepts in their reading materials.

When to use this strategy: When students need to break down concepts and understand essential elements of them.

Concept definition mapping is a strategy for teaching students the meaning of key concepts. Concept definition maps are graphic organizers that help students understand the essential attributes and characteristics of the concepts they encounter in their readings.

Looking up a definition of a concept students find in their reading materials is not as effective as analyzing the concept. Concept definition mapping involves the students individually in small groups or as a whole class in analyzing concepts on a graphic organizer.

1. **Presenting the graphic organizer:** The teacher begins by displaying a blank transparency on the overhead projector. In introducing the organizer, the teacher explains it, points out that a complete definition of a concept would answer the questions "What is it?" and "What is it like?", and provides some examples. Model how to use the organizer by selecting a familiar concept and filling it out in class.

Discuss the questions that should help to answer the following:

- "What is the concept? Is there a broader category that the concept fits into?"

- "What is the concept actually like? What are the concept's essential characteristics?"
- "What are some examples that would fit into the category?"
- "What are some nonexamples?"

2. **Construct the concept definition map:** Working as a whole class, individually, or in small groups, students develop a map from their reading.

3. **Develop the definition:** Using a paragraph frame or other writing strategy, have students write a complete definition of the concept using the information from the map. Figure 14.5 is an example of a concept definition map.

This strategy is adapted from a number of educational sources. One recommended source is *Teaching Reading in the Content Areas* (Billmeyer and Barton 1998). Another is *Classroom Strategies for Interactive Learning* (Buehl, 1995).

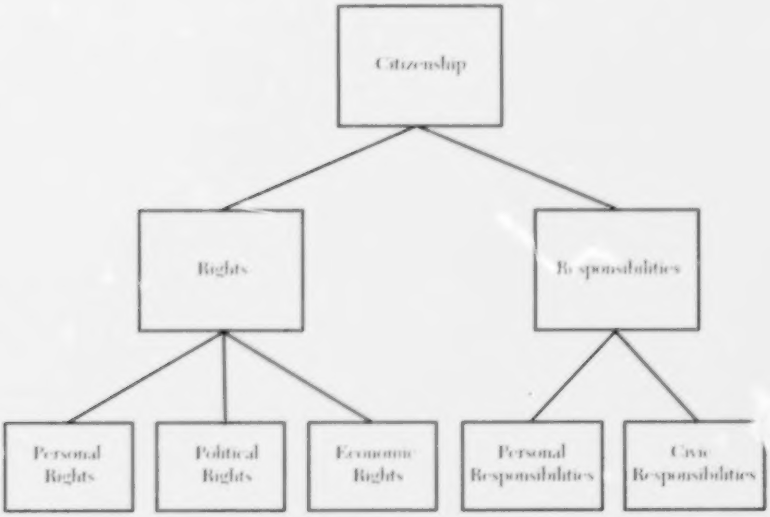


FIGURE 14.5 **Example of a Concept Map Showing Citizenship Responsibilities and Rights**

Strategy D: Using Primary Sources

Description: This excerpt from *Learning About Wisconsin: Activities, Historical Documents, and Resources Linked to Wisconsin's Model Academic Standards for Social Studies in Grades 4–12* (Wisconsin Department of Public Instruction 1999) describes primary sources and ways to use them.

Purpose: To help students use primary sources to study about concepts and topics in social studies from original rather than secondary sources.

When to use this strategy: When studying past and current events. Primary source materials are sometimes reproduced in social studies textbooks and other trade books, or they may be downloaded from the Internet.

Definitions of Primary Sources

Primary sources are defined as original documents or records that were generally recorded at the time an event occurred. Letters, diaries, posters, advertisements, autobiographies, congressional testimony, maps, and local government records are some examples of primary sources. Published books (including biographies), magazine articles, and most newspaper stories—which are *not* written by eyewitnesses—are *not* primary sources.

IDEAS FOR USING PRIMARY SOURCE DOCUMENTS

1. It is very important to help students identify what else was going on in history at the time of the primary source documents in order to understand them.
2. Students can identify the author or source of the document.
3. Students can differentiate between historical facts and historical interpretations.
4. Students can identify multiple perspectives.
5. Students can identify the gaps of information in the available documents.
6. Students can develop hypotheses using their interpretation of the document and review other primary source documents to check the validity of their hypotheses.
7. Students can be asked to draw conclusions based strictly on evidence in the primary source documents, and raise questions and suggest answers using data from the document.
8. Students can hypothesize the influence of the past on the present.
9. Students can create time lines and place documents in chronological order. Table 14.1 further defines primary sources and suggests possible locations for finding them.

Teaching Concepts and Inquiry Strategies

An important function of social studies is to teach about people, places, and events, but it is even more important that students develop knowledge and understandings of concepts and key ideas and create generalizations. Social studies has many important concepts and key ideas such as sensations, primary sources, democracy, separation of powers, capital, landforms, race, perspective, technology, prehistoric, culture, place, citizenship, immigration, and interdependence. Refer to chapter 1 in this guide, "Organizing the Social Studies Curriculum," for a definition of concepts.

Teaching for ideas and concepts requires a higher level of thinking. Students are taught and expected to use facts to support new conceptual understandings. Teaching concepts and key ideas also requires teaching strategies that help students manipulate and work with concepts and ideas to develop a deep understanding of them.

This section will view four teaching strategies that are designed to help students inquire into ideas, identify concepts, and use objects and ideas to arrive at generalizations, conclusions, principles, theories, and rules. Also refer to the section in chapter 1 of this guide on concepts and generalizations for more information. Figure 14.6 identifies the three types of teaching ideas related to teaching concepts and inquiry in this section.

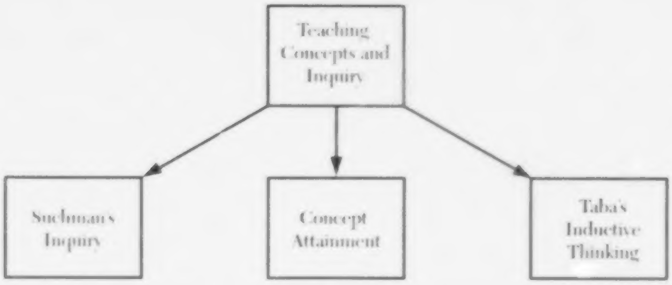


FIGURE 14.6 **Strategies Related to Teaching Concepts and Inquiry**

TABLE 14.1 **Examples of Primary Sources**

Categories	**Examples**	**Possible Locations**
Personal papers	Letters, diaries, recollections, memorabilia, scrapbooks, family financial records, legal documents such as land deeds	Family keepsakes, area research centers, State Historical Society of Wisconsin, local historical societies, local museums, local libraries
Business records	Advertisements, ledger/account books, employee relations, bills for goods, letterhead and correspondence, publications	Longtime businesses, city directories, area research centers, State Historical Society of Wisconsin, local historical societies, local museums, local libraries
Local government records	Election records, wills, court records, vital records, land records, and citizenship records	County courthouses, city town halls, area research centers, State Historical Society of Wisconsin
Maps	State/county atlas, plat maps, topographical maps, Sanborn Fire Insurance maps, bird's eye view maps, railroad maps	Area research centers, State Historical Society of Wisconsin, local libraries, local museums, local historical societies, vendors, local surveyors' offices
Photographs	Postcards, snapshots, portraits, films, videos	Family keepsakes, area research centers, State Historical Society of Wisconsin, local libraries, local museums, local historical societies, newspapers
Broadsides	Posters, advertisements, drawings	Area research centers, State Historical Society of Wisconsin, museums (specialized and local), local libraries
Census records	Federal, state, local	Area research centers, State Historical Society of Wisconsin, local libraries
Testimonies	Congressional testimony, public hearings	*Congressional Record*, videotapes of governmental bodies, reprints in other publications

From Wisconsin Department of Public Instruction 1999:135.

Strategy A: Suchman's Inquiry (Discrepant Event Inquiry)

Description: Students are presented with a puzzling, paradoxical, or discrepant event or story. Students ask questions, pose hypotheses, analyze and synthesize information, and draw tentative conclusions while attempting to find an answer to the inquiry.

Purpose: By engaging students in hypothesizing and working together to solve a puzzle, inquiry serves as a strategy for higher-order thinking as well as an excellent motivator for student learning.

When to use this strategy: When motivating students to begin thinking about a new unit, topic, concept, or idea.

Inquiry is a teaching strategy built around intellectual confrontation. Developed in the 1970s by Richard Suchman, inquiry involves students in the scientific method "in miniature." Students are presented with a puzzling story or statement, and they inquire about or investigate it. Anything from the curriculum that has a surprising outcome, is unexpected, is paradoxical, or is a mystery can be used for the story. Somehow, the story must conflict with what we would normally expect. Because the goal is to have the students inquire and develop possible explanations, the puzzle must be discoverable.

As in this example, a story with an unknown element serves as the point of inquiry. After explaining the inquiry, the teacher begins the process by telling students the following:

> There is a large room. In the middle of this room is a man. The jewels and clothing the man is wearing indicate that he is a man of wealth and importance. He is unaware of two men who are peering at him from a second, and smaller, attached room. The younger of the two men steps back and says in a hushed, shaking voice, "I can't. Not to him." The older man firmly puts his hand on his shoulder and says, "I know you can't, but we must. It's the only way we can help him." Taking knives in hand, they quietly enter the large room.

In the preceding story, something is obviously going to happen to the rich man, but what? Were the two men going to operate on him? If so, why didn't they believe they could accomplish it? Were they trying to assassinate him? If so, why would they have said that what they were about to do was the only way to help him? It's a puzzle. Suchman indicated that using stories with a surprise or unknown ending made it difficult for students to remain indifferent.

Following the presentation of the puzzling story, the students ask the teacher questions. The questions, however, must be phrased in such a way that the teacher can give only yes or no answers. Thus students must focus and structure their questions. Asking the questions in this way ensures that it is the students, not the teacher, who formulate the hypotheses and ideas. As the questioning progresses, students must not only focus and structure, they must also take into account additional factors and ideas expressed by the questions and the responses. They are involved in questioning, organizing their ideas, and analyzing the data. They also develop and verify or reject the hypotheses.

At times throughout the questioning, students can work in pairs or small groups to discuss what they know and develop further questions.

There are four basic steps to the discrepant event inquiry.

1. Developing the Inquiry

Begin by developing the story or the puzzle for the inquiry. One way to begin development of an inquiry is by looking for stories in the resources available. Anything a bit out of the ordinary, mysterious, or puzzling is gist for the inquiry.

For example, an eighth-grade history teacher who is creating a lesson on the Trail of Tears, rather than beginning the lesson by explaining to students that they will be learning about a dark period in American history, might begin with an inquiry. The story line the teacher decides to use will concern the people subjected to the forced move to West. The teacher decides that the story will involve the hardships of the move but will leave out the reason that the family moved. That will be the puzzle; that is what students must try to discover.

Here is an example:

> Alma was the middle child in a family that included her mother, her father, two brothers and a younger sister. Her father worked the land while her mother wrote for a local paper.
>
> They had a beautiful home in the plush mountains of Tennessee. Alma loved her home and was very upset when her parents told her that they were moving.
>
> The move was hard and long. On the trip, her little sister got sick and almost died. When they finally arrived at their new home, it was dry and hot. Although her father worked hard, he could not make a living farming. Alma's mother eventually found work as a teacher. Alma and her family had a very difficult life in the hot, barren land. She missed her beautiful mountain home.

The students are challenged by this puzzle, and they must work to discover why the family made this difficult move.

Another way to develop the story for the inquiry is to examine the content of the lesson and develop a short paradoxical statement about it. For example, a teacher of ancient history is going to conduct a lesson on Howard Carter's finding of King Tutankhamen. He realizes that there is a potential inquiry in this: King Tut was found only because the rubble of another tomb hid his tomb. The paradoxical statement the teacher eventually develops is "*This person never would have been found if this person had not been so hard to find.*"

Once again, there is something for the students to think about and inquire into. Who was found? How is it possible that this person was found because they were so hard to find?

Other keys to finding stories or statements for an inquiry is to look at the content for curiosities, anomalies, and discrepancies between what happened and what a person would normally expect to happen, or to find a story (such as in the Trail of Tears example) and leave an important point out (the forced relocation).

Unfortunately, few books contain examples of discrepancies and stories that can be used for inquiries in your curriculum.[1] However, there are two books of "mysteries" for social studies and history teachers who are incorporating economic concepts into their curriculum: *The Great Economic Mysteries Book: A Guide to Teaching Economic Reasoning Grades 4–8* and *The Great Economic Mysteries Book: A Guide to Teaching Economic Reasoning Grades 9–12* (Schug and Western 2000). Each book contains many "economic mysteries" that can make excellent inquiries. Although these books were not written with the Suchman inquiry strategy in mind, they are appropriate for use with this strategy.

One of the elementary to middle school economic mysteries, for example, deals with the English colonies.

> During colonial times, the English colonies in North America had little to offer European settlers. There was no gold or silver for the settlers to take. There were no spices to trade.
>
> The Spanish colonies had all the good stuff. They had vast supplies of gold and silver—treasures that seemed certain to make the Spanish colonists rich.
>
> Yet the English colonies of North America became wealthy, while the colonies of Spain remained poor. (Schug and Western 2000:47–48)

After the story, mystery, or paradoxical statement is made, students are given a problem statement to help them in their thinking. The problem statement for the Trail of Tears inquiry might be, "Why did Alma and her family leave their beautiful home in Tennessee and take a hard journey to a hot, barren land?" For the King Tutankhamen statement it might be, "Who was this person, and how is it possible that this person was found only because he or she was so hard to find?" For the colonies, "Why did the English colonies prosper while the Spanish did not?"[2]

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[1] An excellent book on the inquiry strategy was *Teaching Social Studies with Discrepant Event Inquiry* by W.C. Bruce and J. Bruce. The book contained over 70 inquiries that had been developed for all of the social science disciplines. The Alpha Publishing Company published it. Unfortunately, the book is out of print; Amazon.com still lists the book, however, and will try to locate it. The book *Models of Teaching* (Joyce, Weil and Calhoun 2000) contains an excellent chapter that explains Suchman's form of inquiry. *Strategies for Teachers: Teaching Content and Thinking Skills* (Eggen and Kauchak 1996) contains a section on Suchman's inquiry strategy in a chapter entitled "Developing Thinking Skills through Inquiry." A good Web site is authored by William C. and Jean K. Bruce at www.hometreemedia.com.

[2] The answer to the inquiry at the beginning of this chapter, about the rich man being unaware of two others approaching him with knives, was that he was a deceased pharaoh, and the two men with knives were about to prepare him for mummification. The answer to the colonies inquiry is that English colonial authorities allowed farmers to own their own land and encouraged them to produce goods to trade, whereas the Spanish authorities did not. The private property ownership and encouragement to trade helped the English colonies prosper.

2. Students Question the Teacher

In the inquiry process, the students must discover the answer to the puzzle or discrepant event. They collect their data by asking the teacher questions. But the questions must be very specifically structured: they must be able to be answered with a yes or no response. When students are not able to ask open-ended questions, they cannot rely on the teacher to give them essential information. Suchman indicated this was important because it required students to form hypotheses on their own. For example, in the Trail of Tears inquiry the questioning might begin like this:

- "Did Alma's dad move to get a better job?"
- "No."
- "Did they move to be closer to friends?"
- "No."
- "Did they have to move?"
- "Yes."

3. Organizing and Formulating an Explanation

It is helpful during questioning to pause from time to time to discuss with students what they have been able to figure out. It is also very helpful to have students process their ideas in small groups. As students state their ideas and hypotheses, they should discuss how they developed them.

Inquiry is an excellent strategy to use in teaching ideas. Not only is it extremely motivational, but it can also help students become more focused in their development of questions and in hypothesizing.

Strategy B: Concept Attainment #1

Description: A concept is identified by the teacher, who also prepares examples to present to students. Students then determine whether the example fits the concept. Students compare and contrast attributes of the items, hypothesize, and articulate the concept.

Purpose: To help students acquire new concepts and improve their abilities to think conceptually.

When to use this strategy: When students need help understanding a concept in your curriculum.

This strategy is based on the concept development theories of Jerome Bruner (discussed in Joyce, Weil, and Calhoun 2000), who suggested that to cope with our environment, we must group information into categories based on common characteristics. He reasoned that when learning concepts, it was necessary for students to understand the basic characteristics of those concepts. Students must be presented with a variety of examples and nonexamples before they are able to understand the essential attributes of the concept.

Concept attainment is a guided discovery strategy. In this strategy students must determine the attributes of a category by comparing and contrasting positive and negative examples of that category. By comparing these examples, the students develop ideas and hypotheses about the nature of the concept.

There are four basic steps in the concept attainment strategy.

1. Develop Examples and Nonexamples

The planning phase begins with the teacher choosing examples and nonexamples of the concept to be taught. For example, the elementary social studies teacher has decided to teach the concept of technology to students. The first step is to identify five or six examples of technology as well as some nonexamples. It is important that the examples contain all of the defining attributes of the concept being taught, whereas the nonexamples do not.

Because the teacher wants students to come to an understanding of technology as tools, machines, materials, and techniques that have been developed to produce goods and services, she selects the following positive examples: arrowhead, space station, CD player, computer, printing press, and axe. For negative examples she chooses mountains, planet, garden, pet, fish, shoe.

2. Present Examples and Nonexamples

On the board the teacher places a large "yes" sign and a large "no" sign. The teacher presents the examples and nonexamples in pairs to students. The examples are printed on cards and held up for all students to see. The teacher begins by explaining to the students, "I have an idea that you must try to discover. My idea involves objects. You must try to figure out what my idea is based on my yes and no examples."

She begins by holding up the "space station" card for students to see and briefly discusses what a space station is. She tells the students, "This is an example of my idea." Shortly thereafter she holds up a card that says "planet" and tells the students that this is not an example.

3. Process the Items

This process continues through several more cards (although after the second pair the teacher mixes up the examples and nonexamples so that one example is not always followed by a nonexample). Following some examples, the teacher asks students to begin listing some of the characteristics the examples have in common that the nonexamples do not. The purpose of this discussion is to help students process what they are discovering and begin to develop hypotheses as to the nature of the idea. This processing can be done in both small and large group settings.

The student-generated characteristics are listed on the board and are referred to and altered throughout the remainder of the strategy. Eventually the board looks something like this for the concept of technology:

YES	*NO*	Characteristics:
Space station	Planet	^^^^^^^^^
Computer	Mountain	^^^^^^^^^
CD player	Fish	^^^^^^^^^
Axe	Shoe	
Arrowhead	Garden	

This continues until most students can state the defining characteristics of the concept.

4. Ask Students to Define and Generate Further Examples

The teacher asks the students to develop a written or oral definition of their own. Their definitions must contain all of the defining characteristics that have been used. Finally, students identify further examples on their own, and the teacher names the concept. A discussion of the thought process the students used is helpful.

Another way to have students do this is to develop conceptual T-charts.

1. Have the students draw a T-chart that fills a full-size sheet of paper.

Characteristics	Not Characteristics

2. Ask them to label the left-hand side with a specific statement regarding what is true about the concept and the right-hand side with what is not true about the concept.[3]

Concept Attainment #2

A number of different versions of the concept attainment strategy exist. In this version student understanding is assisted through the analysis of examples and data displays. As with the previous concept attainment strategy, students are given a variety of examples of the concept.

This model of concept attainment is also a guided discovery strategy. Instead of comparing and contrasting positive and negative examples of the concept, however, students view only a few positive examples. As the lesson develops, students construct their conceptual understanding through an analysis of positive examples guided by teacher questioning.

There are four basic steps in this concept attainment strategy.

1. Developing Examples

The planning phase begins with the teacher choosing examples of the concept to be taught. In the following example, the secondary economics teacher has decided to teach the concept of mercantilism to his students. The first step is to identify two or three examples of mercantilism.

In this case the teacher writes the following examples:

> In the mid 1600s, the American colonists were encouraged to grow tobacco because it was not grown in England. In addition to sending it to England, the colonists wanted to sell tobacco to France and several other countries. However, England told the colonists that they could not do so. In exchange for tobacco, the colonists were allowed to import textiles from England, but they were forbidden from making their own. All of the materials were to be carried on British ships.

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[3] *Models of Teaching* (Joyce, Weil, and Calhoun 2000) contains a chapter called "Attaining Concepts: Sharpening the Basic Thinking Skills" that deals with this strategy. Another source with a description of this strategy is *Dimensions of Learning* (Marzano et al. 1992).

> Early French colonists in the New World were avid fur trappers and traders. However, they got into trouble with the French monarchy when they attempted to make fur garments and sell them to Spain, England, and other countries. They were told that the garments that they made must be sent to Paris instead. Further, they were informed that the garments must be sent on French ships and that all their tools and weapons must come from France.
>
> In the nineteenth century the people of India, the "jewel" of the British empire, produced large quantities of materials such as raw linen, food, and salt. However, problems occurred when the people of India tried to establish stronger ties with other countries to increase their trade. England tried to put a stop to this by insisting that raw materials be sent to England, and the products were made and sold from there.

The examples must have all the defining attributes of the concept.

2. Present and Discuss Examples

The ideas that the students develop regarding the concept being taught are helped along by teacher questioning. Probing questions by the teacher seek to

- support and elicit observations,
- compare traits,
- distinguish relevant from irrelevant information,
- generalize,
- apply,
- confirm conclusions with evidence, and
- hypothesize.

The teacher begins by putting the first example regarding the colonies and tobacco on an overhead. If the students are seated in groups, give them a copy to read and discuss. The teacher's first task is to question students to bring out some of the things they notice about what they have read: "How would you describe what has happened?" "What did the colonists want to do?" "Why do you think the colonists were told no?" Throughout the questioning the teacher makes certain students give evidence to support what they say and keeps an ongoing list of students' observations.

Following discussion of the first paragraph, the teacher puts the remaining two examples on the overhead and distributes them. After the students read them, questioning begins. Once again, the teacher's questioning is aimed at eliciting observations and ideas, but in addition to describing observations, students are asked to begin finding patterns and similarities within the examples.

A classroom dialogue might look like this:

Teacher: What are some of the similarities that you find within the examples?
First student: In each example the people who were living in the countries wanted to sell their own products.
Teacher: Would someone give me an example of that?
Second student: Well, the early American colonists wanted to sell their tobacco to other countries.
Third student: And the people of India wanted to sell their products to other countries.

The classroom dialogue continues until the teacher believes that students have developed a sound grasp of the concept (in this case, mercantilism).

3. Students Define and Generate Further Examples

The teacher then asks students to develop their own written or oral definition of the concept. Their definitions must contain all of the defining characteristics that they developed during the class discussion of the positive examples. Finally, the teacher presents a third (perhaps negative) example. Through questioning, the teacher has the class decide whether the example fits the concept or not. A discussion of the thought process that students engaged in is helpful.[4]

Strategy C: Taba Inquiry, an Inductive Approach to Concept Formation

Description: In this strategy students use specific situations, objects, and ideas to arrive at concepts, generalizations, or principles. Students observe phenomena, list examples, and group items in order to form an idea, concept, or generalization.

Purpose: To help students enhance their abilities to generate and group data and formulate their own concepts and generalization.

When to use this strategy: When students need to make connections between and among essential elements of an idea and generate conclusions and concepts.

The inductive thinking strategy is based on the work of the late Hilda Taba. Concepts, basic to the knowledge structure of social studies, have similar attributes and may be characterized by levels of abstractions (e.g., truth and justice) and comprehensiveness (e.g., houses and animal). Concepts may be value-neutral (e.g., peninsula), which usually do not arouse feeling or emotions, or value-laden (e.g., prejudice or politician), which stimulate feeling and arouse emotions. The development of concepts requires the use of thinking skills. As students learn to organize their thinking as they study concepts, most likely they will be using inductive, deductive, or analogical skills, or a combination of these. Inductive thinking skills require that students move from the parts to the whole (synthesis); deductive thinking requires that students move from the whole to the parts (analysis); and analogical thinking skills require students to find similarities in things or objects that are otherwise dissimilar, such as seeing the familiar in unfamiliar ways, to find fresh ways of thinking about the issue under study.

One specific inductive learning strategy for concept development is the work of the late Hilda Taba (1967), who believed that thinking inductively could be taught. She also argued that thinking is interactive between individuals and data, and that teachers help students learn by providing learning experiences that require the use of complex mental processes. She also indicated that thinking processes are learned sequentially. Her strategy involves gathering and listing data (information), grouping these data into meaningful

[4] This strategy was adapted from *Strategies for Teachers: Teaching Content and Thinking Skills* (Eggen and Kauchak 1996).

categories, and labeling (naming) the data included in each grouping. This instructional strategy can be used successfully with students and groups at virtually any age or grade level and was designed to help students organize and use quantities of data. This strategy is a powerful way to help students learn concepts and develop generalizations. Students and teachers in a classroom setting using this inductive teaching strategy might present such a scenario as the following.

In a social studies lesson, the teacher presents students with a picture of a farm that includes several features. (The picture is a learning stimulus, sometimes called "confrontation material" because students are confronted with a picture, story, video, or the like to which they are expected to respond.) The teacher asks students to examine the picture carefully and then asks them to recall what they noticed in the picture. (During the subsequent discussion the picture continues to be displayed for all to see.) Orally the students indicate the objects or features they noticed in the picture while the teacher lists their responses on the chalkboard or overhead without comment (see table 14.2).

In the next step of the process the teacher asks the students to group the items recorded (enumerated) under the listing category. Table 14.3 shows examples of one grouping of information. Other groupings could be suggested as well.

TABLE 14.2 **Listing the Data**

What are some items/features you noticed as we examined the picture of the farm? They will be listed on the chalkboard (overhead) as you tell me what you observed.

Listing (based on observing the picture)	Grouping (What items seem to go together?)	Labeling (What could each group be called?)
Cows		
Horses		
Farmer		
Tractor		
Barn		
Plow		
Flowers		
House		
Swing set		
Barn		
Boy		
Dog		
Car		
Girl		
Mother		
Child		
Hayloft		
Chickens		
Father		
Mailbox		
Windmill		
Hoe		
TV antenna		

TABLE 14.3 **Grouping the Data**

What are some ways we can group the itrems you noticed that were in the picture of the farm?

Listing (based on observing the picture)	Grouping (What items seem to go together?)	Labeling (What could each group be called?)
Cows	Cows	
Horses	Horses	
Farmer	Dog	
Tractor	Chickens	
Barn		
Plow	Farmer	
Flowers	Boy	
House	Girl	
Swing set	Mother	
Barn	Father	
Boy	Child	
Dog		
Car	Tractor	
Girl	Plow	
Mother	Hoe	
Child		
Hay loft	House	
Chickens	Hayloft	
Father	Windmill	
Mailbox	Barn	
Windmill		
Hoe	TV antenna	
TV antenna	Mailbox	
	Swing set	
	Flowers	
	Horses	
	Cows	
	Chickens	
	Dog	
	Barn	
	Hayloft	
	Cows	
	Horses	
	Chickens	
	Dog	
	Car	
	Tractor	
	Horses	
	Farmer	
	Mother	
	Father	

The last step in concept formation using the Taba concept development strategy is for the teacher to ask the students to label (name) the groups: "What should the groupings be called?" (see table 14.4).

Table 14.4 **Labeling (Naming) of Groups**

Labels become concepts for subsequent student use.

Listing (based on observing the picture)	Grouping (What items seem to go together?)	Labeling (What could each group be called?)
Cows	Cows	
Horses	Horses	
Farmer	Dog	Animals
Tractor	Chickens	
Barn		
Plow	Farmer	
Flowers	Boy	
House	Girl	
Swing set	Mother	Humans
Barn	Father	
Boy	Child	
Dog		
Car	Tractor	
Girl	Plow	Farm Tools
Mother	Hoe	
Child		
Hay loft	House	
Chickens	Hayloft	
Father	Windmill	Farm Structures
Mailbox	Barn	
Windmill		
Hoe	TV antenna	
TV antenna	Mailbox	
	Swing set	Things on or around the farmhouse
	Flowers	
	Horses	
	Cows	Farm Animals
	Chickens	
	Dog	Family pet
	Barn	
	Hayloft	Places for storage
	Cows	
	Horses	
	Chickens	Need care
	Dog	
	Car	
	Tractor	Transportation
	Horses	
	Farmer	
	Mother	Adults
	Father	

In using this strategy the students, not the teacher, have established the groupings and indicated their reasons for the groupings based on their understanding of their observations and explanations of the picture and how they see the world. The students, not the teacher, also labeled or named the groupings and indicated their thinking about the labels. In effect, the labels are concepts that the students formed by (1) observing the data (picture of a farm), (2) grouping the data into meaningful categories, and (3) labeling or naming the groups. It is important to note that some terms were grouped into more than one category; some groups had only one term (e.g., family pet) whereas others (e.g., humans) had several objects that seemed to go together. To help students further develop thinking skills, Taba's second teaching strategy requires students to interpret, infer, and generalize. For example, when students interpret data, they are asked to identify relationships. The teacher again asks a broad question such as "What did you notice?" "What did you see?" "What did you find?" Next, students will be asked to explore relationships to determine cause-and-effect relations or consequences. And finally, students are asked to find implications by extrapolating data and making inferences by responding to questions such as "What is the meaning of these findings?" and "What conclusions can you draw from the available data?"

The third part of the Taba inductive teaching strategy requires students to apply the principles of learning and to extend their ability to grapple intellectually with information. Within the framework of this strategy students are asked to predict consequences of an event, hypothesize, and explain unfamiliar data by responding to the question "What would happen if . . .?" Students would then be asked to explain how their thinking evolved.

Additional information about this strategy can be found in the following resources:

- *Models of Teaching* (Joyce, Weil, and Calhoun 2000)
- *Teacher's Manual: Dimensions of Learning* (Marzano et al. 1992)
- *Social Studies for Children: A Guide to Basic Instruction* (Michaelis and Garcia 1996)
- *Teacher's Handbook for Elementary School Social Studies* (Taba 1967)

Project Work Strategies

Projects are an important component of many social studies classes, although there is a fear that by working on projects students will not be able to achieve deep content knowledge because classroom time may not be used productively. Over time, however, students who work in a project-oriented classroom learn to take charge of their own learning. Sharing assessment methods and project criteria with students, particularly the district or state standards, helps students understand the goal and the importance of the project, which is supported by philosophy and theory. Students may work on projects either individually or in small groups depending on the activity.

For project strategies, teachers should keep the following considerations in mind:

- **Clear timelines:** Establishing specific timelines is essential whether the projects are to be completed in class, outside of class, or a combination of both. Students need to be given reasonable time to complete their projects.

- **Progress checks:** Because most projects require that student work be completed over a period of time, project checkpoints are quite important. This is especially true if much of the project is being completed outside of class. Checkpoints allow the teacher to give the students feedback and coaching on their work and to ensure that procrastination, or waiting until the last minute, is reduced as much as possible. Clear timelines and progress checks both provide students with guidance in completing the project.
- **Evaluation:** Students must understand what is expected of them as they create their projects, and perhaps the best way to accomplish this is by providing them with a scoring rubric. Models of excellent projects that have previously been completed are also helpful as models. Figure 14.7 shows strategies that are related to project work.

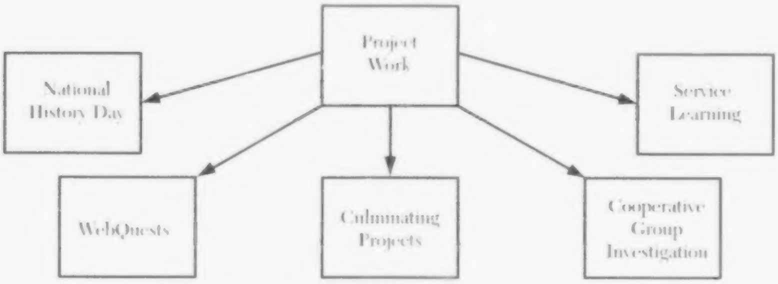

FIGURE 14.7 **Strategies Related to Project Work**

Strategy A: WebQuests

Description: WebQuests are inquiry-oriented projects in which some or all of the information that students use in creating their products comes from resources on the Internet.

Purpose: To use resources on the World Wide Web to augment and extend teaching in the classroom.

When to use this strategy: When students are learning to extend their knowledge and use the Web in an educationally sound manner.

With more and more schools being connected to the Internet, many teachers are searching for positive and educationally sound uses for the World Wide Web. Developed by professors Bernie Dodge and Tom March of San Diego State University, WebQuests give students a problem to solve or a project to complete. In creating their product, students use resources found on the Web. WebQuests may be short-term, from one to three days, or long-term, over a week. Many WebQuest resources are available on the Internet, including many examples of teacher-developed WebQuests. These resources can be found at the site Dodge created, the WebQuest home page (http://edweb.sdsu.edu/webquest). Additional information about WebQuests can be found in chapter 11 of this book, "Technology in the Social Studies."

WebQuest projects consist of several steps, including developing the task, the introduction, identifying Web resources to be used, and the evaluation:

1. Developing the Task

The type of project the teacher can assign is wide open. However, many of the WebQuests that teachers have published on the Internet thus far fall into the following categories: contemporary problems, history, and dealing with life's realities (e.g., buying cars or homes, traveling to other countries, finding employment).

Contemporary problems In this category, students are given real problems and are challenged to design feasible solutions, engage in debate, formulate plans of actions, and so on. The topics could range from political or sociological problems to world problems. An example of a WebQuest dealing with a contemporary problem is "The Immigration Today WebQuest," which was developed for high school students and deals with the debate over immigration. The WebQuest home page cited previously provides a link to this example.

History In this category students examine closely issues in history, major personalities, wars, and the like. The WebQuest home page has many links to historical WebQuests. An example of a WebQuest is "King Tutankhamen: Was It Murder?" In this project for middle or high school classes, students use the Internet to attempt to discover if King Tutankhamen was actually murdered. An example for elementary students that you can link to is the WebQuest on "The Pilgrim Life Adventure."

Dealing with life's realities In this category, students deal with a task that they might actually encounter in real life: finding a job, buying a car, traveling, and so on. One example is "The Vacation of Your Dreams Awaits," in which students use the Web to research, plan, and budget for a vacation to one of several possible destinations.

Identifying topics and formulating questions that students will be investigating is the teacher's first responsibility. In each of the examples just mentioned, topics were posed in such a way that students had to search for information. If the WebQuest is going to be used to follow up a unit, the teacher should give students several options from which they can choose.

2. Introduction and the Task

When introducing the WebQuest to students, the teacher must orient them as to what is coming. This can be accomplished in any number of ways, including a discrepant event inquiry (see "Interactive Hooks" section), discussion, reading, or video clip.

Next, the teacher gives students the task. The task is the description of what the learner needs to accomplish by the end of the project. It could be a product such as an essay, group skits, a presentation, or the like.

For the task, the teacher guides students, often using a numbered step-by-step guide. These steps may include dividing the task into subtasks, de-

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scribing the role of each student in a group, and giving suggestions on time management and data collection.

3. Web Resources

After the teacher has decided on the topic(s) and has developed the task for a WebQuest, it is necessary to identify the resources that students will use. Textbooks, interviews, E-mail contacts, and other resources may be used, but the core of the WebQuest involves using the Internet. To create a list of sites, the teacher should look at various sites dealing with the topic. Another option is to create a list of key words and show students how to use search engines to find sites. If the second option is used, it is important for the teacher to discuss evaluation of sites with students. Excellent sources on using the Web in social studies are *Surfing Social Studies: The Internet Book* (Braun and Risinger 1999), *A Window on the World: Internet Resource Guide* (for global connections), available online at http://www.uwm.edu/Dept/CIS/wotw, and *Internet Resources for Economic Educators*.

4. Evaluation

Although the published WebQuests have generally ended with closure, using an evaluation rubric is appropriate. The rubric allows the students to know the criteria by which they will be judged, and it allows your grading to be more standardized. The rubric should focus on the final product and be similar to that used in the culminating project described in the next strategy.

Strategy B: Culminating Projects

Description: End-of-the-unit projects that engage all students in demonstrating the understandings and knowledge gained during the unit.

Purpose: To engage students in creating projects that focus on the key questions and important concepts of the unit.

When to use this strategy: At the end of the unit to have students think deeply about important course content and concepts.

Students are assessed so the teacher can gather information on what they know and can do. Paper-and-pencil testing is one of the means of assessment that teachers use; another form of assessment that classroom teachers are using with increasing frequency is sometimes called authentic assessment. Authentic assessment involves a variety of assessment strategies, but all of these strategies have certain points in common.

- The projects are valued in the real world by students and often connect to the world outside of the classroom.
- The assessment activities are engaging and often appear to be learning activities rather than assessments.
- Culminating projects go to the heart of the essential learnings in a unit.
- They present students with complex, ambiguous and open-ended tasks and often call for a student product or performance.

- They are known to the students in advance, with the standards for the product or performance communicated to students.

The culminating project is one form of an authentic assessment. Although projects have certainly been around a long time in social studies, the culminating project takes place at the end of teaching units.

1. Clearly Identify the Skills and Knowledge That Students Are Asked to Demonstrate in the Culminating Project

The culminating project will partially evaluate the ideas and concepts taught in an instruction unit as well as *Wisconsin's Model Academic Standard for Social Studies* performance standards that students are to achieve. Other forms of evaluation used will probably include quizzes, tests, notebook grades, and so forth. It is important that the evidence the students demonstrate shows understanding of the standard(s) targeted in the unit. For example, the model lessons in chapters 4–8 in this guide contain project ideas. Often several concepts and standards are being assessed simultaneously. When projects become too broad, however, they may lack focus and end up assessing very little student learning.

2. Design the Project and the Rubric

Before deciding the form of the culminating project, the teacher must make decisions about the performance expectations of the unit. A number of different options can be used. The following questions are likely to be helpful in planning.

- *What will be the goal of the project?* Examples might be to summarize, to explain, to inform, to design, to create, to persuade, or to defend.
- *What roles will students have in the project?* Examples might include illustrator, author, designer, detective, historian, biographer, reporter, museum director, or researcher.
- *What possible audiences could the project be for?* Examples might include legislators, board members, parents, experts, museum visitors, newspapers, community open house, or travelers, and so on.
- *What possible products could be used in the culminating project?* Examples might include advertisements, brochures, essays, journals, position papers, scripts, stories, skits or dramatizations, newscasts, debates, discussions, collages, graphs, maps, dioramas, constructed items, presentations, or storyboards.
- *What connections can the project have with the community outside of the classroom?* Refer to the projects suggested in the geography and political science models in chapters 4 and 6, respectively.

A rubric is designed similar to the rubric suggested in the I-Search on page 220.

3. Preview the Culminating Project

At the beginning of the unit, discuss the project with students. For example, a fourth-grade teacher has developed a unit on immigration and settlement in

Wisconsin history. When the unit begins, the teacher explains the options that students will have for the project that they will be completing at the end of the unit. Throughout the unit the teacher discusses the project and asks students to think about it. The teacher should give students a handout that explains the requirements of the project.

4. Make Certain That Students Understand the Evaluation Standards

Clear guidelines aid students in completing their projects as well as aid the teacher in helping students during their work and in assessing that work. Share the criteria and previous student work that shows the level of achievement desired.

5. Coach and Monitor Students

As most projects are open-ended, the teacher as a coach helps students frame questions and problems, discusses ideas, and provides feedback.

6. Have Students Complete and Share Their Culminating Projects

A response often heard about projects is that the teacher does not have time both to let students work on their projects and to complete the requirements of the local district curriculum. Teachers can handle the time crunch by having students do most of the project work outside of class (instruction is completed in class, projects are done outside of class).

Many excellent sources are available for teachers to consult on culminating projects. For history teachers, *History Alive! Teaching Students in the Diverse Classroom* (Bower, Lobdell, and Swenson 1999) is a good resource. Also recommended are *Great Performances: Creating Classroom-Based Assessment Tasks* (Lewin and Shoemaker 1998), *Understanding by Design* (Wiggins and McTighe 1998), and *The Understanding by Design Handbook* (McTighe and Wiggins 1999). See also *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (O'Malley and Pierce 1996) for limited English proficient (LEP) students or English as a second language (ESL) students.

Strategy C: Cooperative Group Investigation

Description: A cooperative group project that has students working together to investigate and present a project on some aspect of the curriculum.

Purpose: To allow students to work together to further their own understanding and development in the form of producing a group product.

When to use this strategy: When the goal is to enrich students' understanding of course content and concepts.

Cooperative group investigation, based on Spencer Kagan's Co-op Co-op, is a cooperative learning strategy that involves students in planning and carrying out a learning project and presenting it to the class. Co-op Co-op is structured to maximize the opportunity for small groups of students to work together to further their own understanding of the topic under study. Eventually a group product or presentation is created and shared with the class. Although there are a number of ways to approach Co-op Co-op and group investigation in the classroom, several steps should be present.

1. Student-Centered Class Discussion

When the teacher decides to use this strategy (whether at the beginning, middle, or end of a unit), a class discussion on the subject is held. For example, say a teacher has begun a unit on current events. The unit begins with a discussion of current events. Or perhaps a history teacher has finished a semester on the ancient world; the discussion would be on ancient civilizations. During the discussion, the teacher keeps a list of possible topics. The purpose of the discussion is to increase students' involvement by uncovering their curiosities.

2. Selection of Student Groups and Topics

Selection of student groups and topics is to be done in the way that the teacher deems most appropriate. Some teachers may assign teams while others let students have some say in the selection process. Following the selection of groups and any team-building exercise the teacher wants to use, the selection of topics begins. Once again, depending on the teacher's preferences, the student groups may choose their topics or topics might be assigned.

3. Subtopic Selection and Preparation

An important principle of cooperative learning is individual accountability. When the group work is structured so that each individual is accountable for his or her own work, students cannot "hitchhike" or depend on the work of others for their grades.

The subtopic selection is the method by which individual accountability is structured into Co-op Co-op. The group discusses its topic and divides it further into subtopics. Using the earlier example of ancient civilizations, one group might select Egypt and divide the topic into such subtopics as pharaohs, mummification of the dead, the building of the pyramids, hieroglyphics, and so forth. Each student has responsibility for a different subtopic.

Each student is given time to individually collect, analyze, and organize data relevant to his or her subtopic using books, magazines, the Internet, and so on. Each student must also make a presentation to the group on his or her findings. Many teachers also require an individual report at this point.

4. Preparation and Presentation of Main Topics

Following the individual presentations, each cooperative learning team must discuss and integrate the subtopics to prepare and present their group topic. The form that this presentation takes is up to the group, with parameters set by the teachers. Panel discussions, dramatizations, learning centers, role-playing, demonstrations, and other methods could be used.

During the presentations teams are told they are in charge of teaching the class. They are responsible for how the class's time, space, and resources are used.

Scheduling and length of the Co-op Co-op work is up to the teacher. If little time is available for an extended group project, time for work may be set for 15 to 20 minutes, with topic presentations limited to 10 minutes. It may be set to take a week or more. The teacher makes this decision. Co-op Co-op projects at the end of a quarter or semester are particularly useful because they allow students to extend and integrate knowledge they have acquired over previous instructional units.

A complete discussion of Co-op Co-op can be found in the book *Cooperative Learning* (Kagan 1995). Another excellent resource for Co-op Co-op and cooperative learning specifically aimed at social studies teachers is *Cooperative Learning in Social Studies* (Stahl 1994).

Strategy D: Service Learning Activities

Description: Service learning is a teaching strategy by which young people learn and develop through active participation in a thoughtfully organized service experience.

Purpose: To provide opportunities to learn about social studies concepts and key ideas, particularly activities that promote participation in community issues and affairs.

When to use this strategy: When the teacher needs to reinforce the performance standards and to relate concepts to the real world. The standards that stress participatory skills often are best taught in service learning experiences. Action research can easily be integrated through service learning projects.

A democratic society requires constant vigilance as to what constitutes the common good. Throughout our history, citizens have become aware of ways to act in the best interests of all citizens.

The research on service learning indicates many positive effects. It helps students to develop a sense of civic responsibility and become active participants in community organizations, and improves academic learning. A full bibliography about service learning is available at www.learningindeed.org.

Service learning is sometimes thought of as charity work, community involvement, or even job shadowing. That may well be the goal of some programs because the activities are not directly tied to achieving academic standards or civic responsibilities as much as to personal and interpersonal development. Many social studies educators, however, view civic work as integral to service learning.

Service learning offers an excellent opportunity to analyze social issues and work on critical thinking and problem-solving skills. A recent publication, *Building Bridges: Connecting Classroom and Community Through Service-Learning in Social Studies* (Wade 2000) is available from the National Council for the Social Studies. Two other publications include *Active Citizenship Today*, available from the Constitutional Rights Foundation, and *Project Citizen*, from the Center for Civic Education.

Most types of service learning activities actually could be structured to carry out those social studies standards that promote active citizen participation in democracy. A policy or social action focus to the service learning activity can develop the project as a social studies learning experience.

Steps to Develop Service Learning:

1. Students define and focus on the real needs of their community.
2. Students research community problems, select one, and research it more fully.
3. Students analyze and evaluate public policies related to the problem.
4. Students design and implement a service project to address the problem.
5. Students reflect on and evaluate the process.

It is important that civic work or service learning be placed in the context of classroom learning. Such learning integrates the study of a real community issue with the identified content and concepts in the curriculum. This allows the teachers and other appropriate people to be involved in the learning process. It is important to include a regular time to discuss the issue or project on an ongoing basis to provide direction, clarify direction, decide whether to expand the project, and so on. At the conclusion of the activity, it is essential to debrief the students and help them make connections between classroom instruction and the real world.

The Wisconsin Department of Public Instruction has been very active in promoting service learning. The following questions may be used to help plan a service learning project and to assess whether the project contains the four main elements of quality service learning.

1. Youth involvement

- Is the service project planned and run by students, with the teacher acting as guide rather than leader?
- What opportunities exist for students to take leadership roles?
- Do students (rather than the teacher) identify real community needs and the issue to be addressed?
- Have parents given the needed permissions for involvement in the activity?

2. Community need

- Does the service meet a real community need?
- Is the project developed through a legitimate assessment of community assets and needs, including discussion with key community members?
- Are local agencies, organizations, or community groups partners in identifying the need and developing the project?
- Who, besides students, benefits from the service project?
- Will the community be a better place because of the project?
- What costs are required? What benefits are expected?

3. Curricular connection

- Is the service activity connected to classroom instruction and learning objectives?

- Does the project support *Wisconsin's Model Academic Standards for Social Studies?*
- How are learning outcomes determined and measured?
- How do learning outcomes of the project compare with what students would learn in a regular classroom setting?
- Can the project involve teachers from other classrooms, grades, or disciplines?
- Is planning time available for teacher to collaborate with others involved in the project?
- What resources will be needed to support the project (transportation, tools, adult volunteers, etc.)?

4. REFLECTION AND EVALUATION
   - Are there opportunities for students to talk, write, or make presentations on the project before, during, and at the conclusion of the activity?
   - How is success measured?
   - How will the knowledge gained from this project be used in future planning?
   - What will you do differently next time?

This strategy has been adapted from materials published on the Wisconsin Department of Public Instruction Web site, http://www.dpi.@state.wi.us; from the pamphlet "Service Learning in the Social Studies," published by the Constitutional Rights Foundation, Chicago; and from *Learning from Experience: A Collection of Service-Learning Projects Linking Academic Standards to Curriculum* (Wisconsin Department of Public Instruction 2000).

Strategy E: National History Day Projects

Description: National History Day is an exciting yearlong program for students in grades 6 through 12.

Purpose: To help students understand historical concepts, people, places, events, and issues.

When to use this strategy: This strategy can be used during class and as an outside activity.

National History Day is a national project. It is currently being facilitated by the State Historical Society of Wisconsin. Students conduct original research and then prepare creative projects in one of seven categories:

- individual exhibit
- group exhibit
- individual performance
- group performance
- individual media/documentary
- group media/documentary
- research paper (individual only)

Projects begin in December or January with a district contest in February. Regional events then determine a state winner. State finalists advance to a one-week event at the University of Maryland.

Materials: Students receive a student contest guide available on the Web at http://www.thehistorynet.com/NationalHistoryDay. The guide contains advice and support information about the year's topic of study.

Information is also available at the Wisconsin State Historical Society Web page at www.shsw.wisc.edu/oss/nhday/index.htm.

Contact Kris Maldre at the Office of School Services at the State Historical Society of Wisconsin at 608-264-6487 [illegible] 608-264-6408 for more information.

Using Literature in Social Studies

Some works currently in publication discuss using resources "beyond the textbook," usually referring to primary source documents. Another way to go beyond the textbook is to use fictional literature in the classroom. The use of literature in social studies is recognized as an excellent way to give students a holistic sense of an event or time. Literature can expand a learner's knowledge about events that the student has not personally experienced by transporting them to other cultures, places, and eras. It enables them to imagine the emotions surrounding events and develop empathy with the characters. By offering a holistic picture of an event, individual characters become real, and historic details make better sense (Krey 1998). Reading the same piece of literature can also provide a classroom experience that all children can discuss. Often it provides a more complex picture of the time and also enables children to imagine themselves having other perspectives.

When using fiction, it is important to assist students in finding resources that help them determine which parts of a story are fictional and which are factual. This gives them opportunities to integrate reading skills such as distinguishing between fact and fiction and identifying primary from secondary sources (Lindquist 1997).

Elementary and middle school teachers have often used literature with young children to provide a context for social studies content. High school courses connecting the study of history and literature have become wide spread as teachers strive to complement social studies knowledge with related literature.

A number of publications help teachers identify works of literature that relate to the disciplines in social studies. Some reference works also relate the books to the various social studies standards. Wisconsin has an excellent library called the Cooperative Children's Book Center at the University of Wisconsin–Madison (4290 Helen C. White Hall, 600 N. Park Street, Madison, WI 53706; www.soemadison.wisc.edu/ccbc/). The center publishes an annual list of recommended books. In addition, specific titles related to the study of social studies appear periodically in the publications of the National Council for the Social Studies. Other resources include Krey (1998); Lindquist (1997); and Zarnowsky and Gallagher (1993).

Drama and Presentation Ideas

Strategy A: Role-Playing and Simulations

Role-playing helps students put themselves in the place of others and through this become conscious of their values and actions. Perhaps most important is the development of empathy for other people and their situations. Role-playing seems so easy, but it needs some structure. Students acting silly and laughing at shy classmates are among the problems. Simulations are actions about situations in the world that allow students to apply their knowledge and skills. They are appropriate for all ages. Young students might simulate an assembly line to make an art project, and older students might do a stock market simulation using resource materials.

THINGS TO CONSIDER

1. Consider student personalities and maturity when selecting volunteers or assigning roles.
2. Set the stage with ideas about the scene to be acted.
3. Prepare the nonparticipants for their roles by suggesting what they might look for during the role-play and how they might do it differently.
4. After the role-play, discuss what the observers noted.

Strategy B: Mock Trials

Mock trials can be organized in the classroom. The procedure includes the following:

1. Giving students resource materials to help them become informed about the subject.
2. Describing the various roles.
3. Assigning the roles to volunteers.
4. Presenting the basic sequence of the trial.
5. Having students prepare their cases.
6. Conducting the trial.

The Law-Related Education Committee of the Wisconsin Bar Association develops a case; provides materials to teachers and students; and supports regional, state, and national mock trial competitions. The state competition is held in the chambers of the Wisconsin Supreme Court and is judged by members of the Supreme Court. To participate, contact the Law-Related Education Committee at the Wisconsin Bar Association, 5302 Eastpark Blvd., Madison, WI 53707–7158; www.wisbar.org.

Strategy C: Model United Nations

Model United Nations activities usually involve high school students who study the foreign relations policies of countries that are members of the United Nations. In classroom settings, most often students select or are assigned a specific nation to represent in a Model United Nations simulation.

Students are required to study the country's foreign policies and represent these perspectives in subsequent debates and discussions. Usually the topics selected for debate are those currently before the United Nations General Assembly in New York. Students may be required to write resolutions and defend them from the perspective of the country they are representing for those topics. Tensions between conflicting policies and perspectives are often self-evident in the ensuing debates. Students may participate in interschool Model United Nations activities. In this setting, students may be organized as a "delegation" representing a single country and engage in similar settings. In addition to classroom and interschool Model United Nations activities, similar programs exist at the state, national, and international levels. In Wisconsin, the state-level simulation is sponsored by UW-Milwaukee.

Strategy D: Wisconsin State Student Caucus

Wisconsin State Student Caucus is organized through the Wisconsin Council for the Social Studies and sponsored by the Close-Up Foundation and the Wisconsin Department of Public Instruction. Students meet for one to two days at the state level to simulate U.S. congressional conference committees and follow the rules, procedures, and protocol of the U.S. Congress, complete with compromises, logrolling, pork barreling, and so on. Students deliberate in committee on resolutions prepared before the state meeting and end with a caucus general assembly. A guide is available for teachers. Contact the Wisconsin Council for the Social Studies or the Wisconsin Department of Public Instruction.

Strategy E. We the People Competition

The We the People competition is a simulated congressional hearing in which an entire class, working in cooperative teams, prepares and presents statements before a panel of community representatives who act as congressional committee members. Students then answer questions posed by the committee members. The format gives students an opportunity to demonstrate their knowledge and understanding of constitutional principles while providing teachers with a means of assessing performance.

Teachers may conduct a noncompetitive hearing or participate in the nationwide competitive program. High school competition begins at the congressional district level with teams from each school vying for the district championship. District winners go on to compete at a statewide hearing, and state champions travel to Washington, D.C., to represent their state in the We the People national finals. To become involved, contact the Law-Related Education Committee of the Wisconsin Bar Association, 5302 Eastpark Blvd., Madison, WI 53707-7158, www.wisbar.org; or the Wisconsin Department of Public Instruction. This activity is supported by the Center for Civic Education.

Strategy F: Artistic Creations

Many ideas, concepts, and understandings can be represented visually. Models, dioramas, shadow boxes, drawings, maps, charts, graphs, and so on can be used very effectively to teach content and concepts and to assess understandings in social studies. A good source is Selwyn (1995).

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Web Sites and Organizations

Allyn and Bacon: www.abacon.com
Association for Supervision and Curriculum Development: www.ascd.org
Cooperative Children's Book Center, 4290 Helen C. White Hall, 600 N. Park Street, Madison, WI 53706: www.soemadison.wisc.edu/ccbc/
Center for Civic Education: www.civiced.org
Close-Up Foundation: www.closeup.org
Constitutional Rights Foundation: www.crf-usa.org
Eye on Education: www.eyeoneducation.com
Foundation for Critical Thinking: www.sonoma.edu/cthink
Heinemann: www.heinemann.com
Kagan Cooperative Learning, 800-933-2667: www.kagancooplearn.com
Mid-continent Regional Educational Library: www.mcrel.org
National Council for the Social Studies: www.ncss.org
National Council on Economic Education: http://www.economicsamerica.org
National Middle School Association: www.nmsa.org
Project CRISS (Creating Independence through Student-owned Strategies): www.projectcriss.org
Social Education [journal]: www.socialstudies.org
Teachers' Curriculum Institute: www.teachtci.com
The WebQuest home page: http://edweb.sdsu.edu/webquest
Wisconsin Department of Public Instruction: www.dpi.state.wi.us
Wisconsin State Reading Association: http://www.wsra.org
Wisconsin Bar Association Law-Related Education Committee, 5302 Eastpark Blvd., P.O. Box 7158, Madison, WI 53707–7158; www.wisbar.org

Appendix

The following list of democratic beliefs and values can serve as a framework on which to base responses to the question of what values and beliefs schools should teach.

Democratic Beliefs and Values

A. Rights of the Individual
Right to life
Right to liberty
Right to dignity
Right to security
Right to equality of opportunity
Right to justice
Right to privacy
Right to private ownership of property

B. Freedoms of the Individual
Freedom to participate in the political process
Freedom to worship
Freedom of thought
Freedom of conscience
Freedom of assembly
Freedom of inquiry
Freedom of expression

C. Responsibilities of the Individual
To respect human life
To respect the rights of others
To be tolerant
To be honest
To be compassionate
To demonstrate self-control
To participate in the democratic process
To work for the common good
To respect the property of others

D. Beliefs Concerning Societal Conditions and Governmental Responsibilities

Societies need laws that are accepted by the majority of the people.
Dissenting minorities are protected.
Government is elected by the people.
Government respects and protects individual rights.
Government respects and protects individual freedoms.
Government guarantees civil liberties.
Government works for the common good. (Jarolimek 1990)

Core Values of American Constitutional Democracy

The following material is adapted from *Civitas: A Framework for Civic Education*, a collaborative project of the Center for Civic Education, the Council for the Advancement of Citizenship, and the National Council for the Social Studies (Center for Civic Education 1991).

Fundamental Beliefs

Life The individual's right to live should be considered inviolable except in certain highly restricted and extreme circumstances, such as the use of deadly force to protect one's own or others' lives.

Liberty The right to liberty is considered an unalterable aspect of the human condition. Central to this idea of liberty is the understanding that the political or personal obligations of parents or ancestors cannot be legitimately forced on people. The right to liberty includes the following.

- **Personal freedom:** The private realm in which the individual is free to act, to think, and to believe and which the government cannot legitimately invade
- **Political freedom:** The right to participate freely in the political process, to choose and remove public officials, and to be governed under a rule of law; the right to a free flow of information and ideas, open debate, and right to assembly
- **Economic freedom:** The right to acquire, use, transfer, and dispose of private property without unreasonable governmental interference; the right to seek employment wherever one pleases; to change employment at will; and to engage in any lawful economic activity

The pursuit of happiness It is the right of citizens in the American constitutional democracy to attempt to attain—"pursue"—happiness in their own way, so long as they do not infringe upon the rights of others.

Common good The public or common good requires that individual citizens have the commitment and motivation—that they accept their obligation—to promote the welfare of the community and to work together with other members for the greater benefit of all.

Justice People should be treated fairly in the distribution of the benefits and burdens of society, the correction of wrongs and injuries, and the gathering of information and making decisions.

Equality All citizens have political equality and are not denied these rights unless by due process of law; legal equality and should be treated as equals before the law; social equality, so there should be no class hierarchy sanctioned by law; economic equality, which tends to strengthen political and social equality because extreme economic inequality tends to undermine all other forms of equality and should therefore be avoided.

Diversity Variety in culture and ethnic background, race, lifestyle, and belief is not only permissible but desirable and beneficial in a pluralist society.

Truth Citizens can legitimately demand that truth telling as refraining from lying and full disclosure by government be the rule, because trust in the veracity of government constitutes an essential element of the bond between governors and the governed.

Popular sovereignty The citizenry is collectively the sovereign of the state and holds ultimate authority over public officials and their policies.

Patriotism Virtuous citizens display a devotion to their country, including devotion to the fundamental values and principles on which it depends.

The following excerpts are from the Public Instruction Rules and Regulations related to social studies. Be aware that changes occur. The Web site, www.legis.state.wi.us/rsb/, has identified those changes. The initials *rsb* stand for revisor of statutes bureau.

Wisconsin School Laws and Administrative Rules Related to Social Studies

CHAPTER 118

GENERAL SCHOOL OPERATIONS

118.01 Educational goals and expectations

(1) PURPOSE. Public education is a fundamental responsibility of the state ... Each school board should provide curriculum, course requirements and instruction consistent with the goals and expectations established under sub. (2). Parents and guardians of pupils enrolled in the school district share with the state and school board the responsibility for pupils meeting the goals and expectations under sub. (2).

(2) EDUCATIONAL GOALS

(c) *Citizenship.* Each board shall provide an instructional program designed to give pupils:

1. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.
2. A commitment to the basic values of our government, including by appropriate instruction and ceremony the proper reverence and respect for and the history and meaning of the American flag, the Declaration of Independence, the U.S. constitution, and the constitution and laws of this state.
3. The skills to participate in political life.
4. An understanding of the function of organizations in society.
5. Knowledge of the role and importance of biological and physical resources.
6. Knowledge of state, national, and world history.
7. An appreciation and understanding of different value systems and cultures.
8. At all grade levels, an understanding of human relations, particularly with regard to American Indians, Black Americans and Hispanics . . .

118.02 Special observance days. On the following days when school is held the day shall be appropriately observed: January 15, Dr. Martin Luther King, Jr. Day; February 12, Abraham Lincoln; February 15, Susan B. Anthony's birthday; February 22, George Washington; March 4, Casimir Pulaski Day; April 13, American Creed Day; April 22, Environmental Awareness Day; September 16, Mildred Fish Harnack Day; September 17, U.S. Constitution Day; September 28, Frances Willard Day; October 9, Leif Erikson Day; October 12, Christopher Columbus; November 11, Veterans Day; and Wednesday of the 3d week in September, as part of Wonderful Wisconsin Week under s. 14.16 (8), Wisconsin Day. If any such day falls on a Saturday or Sunday, the observance shall be on a school day immediately preceding or following. If school is [illegible] June 14, that day shall be appropriately observed as Robert M. La F[illegible]ette, Sr. day. If the governor by proclamation sets apart one day to be designated as Arbor and Bird Day, under s. 14.16 (1), that day shall be appropriately observed; otherwise, the last Friday in April shall be observed as Arbor Day.

118.06 Flag and pledge of allegiance. (1) Every school board and the governing body of every private school shall cause the U.S. flag to be displayed in the schoolroom or from a flagstaff on each school ground during the school hours of each school day.

(2) Every public and private school shall offer the pledge of allegiance in grades one to 8 at the beginning of school at least one day per week. No pupil may be compelled, against the pupil's objections or those of the pupil's parents or guardian, to recite the pledge.

118.30 Pupil assessment. (1) (a) The state superintendent shall adopt or approve examinations designed to measure pupil attainment of knowledge and concepts in the 4th, 8th, and 10th grades.

(b) The department shall develop a high school graduation examination that is designed to measure whether pupils meet the pupil academic standards issued by the governor as executive order no. 326, dated January 13, 1998.

(1g) (a) 1. By August 1, 1998, each school board shall adopt pupil academic standards in mathematics, science, reading and writing, geography, and history. If the governor has issued pupil academic standards as an executive order under s. 14.23, the school board may adopt those standards.

2. By January 1, 2000, or by January 1 of the 1st school year of operation, whichever is later, each operator of a charter school under s. 118.40 (2r) shall adopt pupil academic standards in mathematics, science, reading and writing, geography, and history. The operator of the charter school may adopt the pupil academic standards issued by the governor as executive order no. 326, dated January 13, 1998.

(b) Each school board operating high school grades and each operator of a charter school under s.118.40 (2r) that operates high school grades shall adopt a high school graduation examination that is designed to measure whether pupils meet the pupil academic standards adopted by the school board or operator of the charter school under par. (a). If the school board or operator of the charter school has adopted the pupil academic standards issued as executive order no. 326, dated January 13, 1998, the school board or operator of the charter school may adopt the high school graduation examination developed by the department under sub. (1)(b).

118.33(1)(a)(1) High school graduation standards; criteria for promotion. (1)(a) Except as provided for in par. (d) a school board may not grant a high school diploma to any pupil unless the pupil has earned: 1. In the high school grades, . . . 3 credits of social studies including local and state government, ...

Chapter PI 8 Wisconsin Administrative Code
School District Standards PI 8.01

l. Instruction. Each school district board shall provide instruction as follows:

1. In grades kindergarten through 4, regular instruction shall be provided in reading, language arts, social studies, mathematics, science, health, physical education, art, and music. In this subdivision, "regular instruction" means instruction each week for the entire school term in sufficient frequency and length to achieve the objectives and allocation of instruction time identified in the curriculum plans developed and adopted under par. (k).
2. In grades kindergarten through 8, include instruction in the social studies curriculum in the history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in the state in at least 2 grade levels and in at least one grade level in grades 9 through 12 beginning September 1, 1991.
3. In grades 5 through 8, regular instruction shall be provided in reading, language arts, social studies, mathematics, science, physical education, health, art, and music. In this subdivision, "regular instruction" means instruction each week for the entire school term in sufficient frequency and length to achieve the objectives and allocation of instruction time identified in the curriculum plans developed and adopted under par. (k), except that in middle level formats which offer or require a variety of exploratory experiences for pupils, such as foreign language, business education, vocational agriculture, technology education, home economics education and marketing education, regular instruction in health, art and general music may be provided as follows: . . . .
6. In grades 9 through 12 access shall be provided without charge for tuition, to an educational program which enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music. The school district board shall make all courses as widely available to all pupils as possible, however an individual pupil's scheduling conflict does not constitute denial of access to a course.

Chapter PI 18: High School Graduation Standards

PI 18.03(1)(a)2. states that beginning September 1, 1988, a Board of Education may not grant a High School diploma to any student unless the student has: "3 credits of social studies which shall incorporate instruction in state and local government."

II. Recommendations

A. Instruction in Social Studies—The three credits of social studies in the 9–12 program should be allocated so as to complement the total secondary (7–12) social studies sequence. That is, within the 7–12 sequence, one-third of the time should be devoted to the study of the world, one-third of the time should be devoted to the study of the United States, and one-third of the time should be devoted to the study of the several social science disciplines.

B. Focus of coursework

The focus of this coursework is to be on active and informed participation in democracy, including curriculum, instruction, and assessment that helps the student

- build a deep knowledge of important democratic principles and processes
- develop democracy-enhancing skills and values
- include activities and experiences authentic to the world beyond school
- participate as a young citizen in the community
- develop participation in a school climate that is based on the principles and processes of democracy

C. Instruction in local, state, tribal and federal government

The content recommended to meet this standard includes, but is not limited to,

- Rights and responsibilities of citizenship
- Political decision making
- Structure and function of local, state, tribal, and federal levels of government
- Political and voting behavior
- Public finance
- State and federal constitution
- Relationships between local, state, tribal and federal governments

D. The above content should be presented in a semester democracy education course focused on government, civics, or citizenship. If it is not, local districts are expected to identify where and for what length of time, parts of their social studies curriculum teach this material equivalent to a one-semester course.

Wisconsin Public Schools Observance Days

The individual women and men who are honored on Observance Days provide students with elements of tradition necessary to the preservation of our society. These elements of our cultural heritage need to be part of the social studies curriculum so that proper emphasis can be given to these individuals within the context of Wisconsin and U.S. history as well as in relationship to those political, economic, and social institutions which they improved. When an observance day falls on a Saturday or Sunday, the statutes provide that the day be observed on the preceding Friday or the following Monday, although federal law has moved many legal holidays to Monday. Wisconsin observance days should be observed on the day itself or as otherwise specified.

September 16. Mildred Fish Harnack (1902–1943) was born in Milwaukee, Wisconsin. In 1926, she married German lawyer Arvid Harnack. They returned to his native Germany in 1930 and became leaders of the anti-Nazi underground group "Red Orchestra." After their arrests by the Gestapo in 1942, she was sentenced to a six-year prison term and he was executed. Hitler ordered her case reopened, demanding the death penalty. She was executed on February 16, 1943. Harnack is the only American known to have been executed by the Gestapo.

September 17. U.S. Constitution Day. The U.S. Constitution was signed on September 17, 1787, by representatives of 12 of the 13 original states. The Constitution, with its 26 amendments, defines our federal system of government and embodies the principles on which this country was founded.

September 28. Frances Willard (1839–1898) was a teacher, lecturer, and reformer who grew up in Janesville, Wisconsin, and became influential in the early women's movement. She was president of the Women's Christian Temperance Union (WCTU) from 1879 until her death. Under her leadership, the WCTU became, by the end of the century, a prestigious world organization with a membership of 2 million women.

October 9. Leif Erickson was a Norse explorer, born in Iceland and raised in Greenland, where he later became ruler. He is regarded as the first, or among the first, of the Norsemen to reach North America. Icelandic sagas written 300 years after his death described his exploration, in about 1000 A.D., to a land he called "Vinland." The historic location of Vinland remains unknown but is widely believed to be on the North American continent.

October 12. Christopher Columbus (1451–1506) was an Italian navigator. In 1492, serving the Spanish king and queen, he led the first recorded European fleet to sail across the Atlantic Ocean in temperate latitudes, landing in the Bahamas. He is acclaimed for "discovering" America because his voyage led to widespread exploration and permanent settlement of the Americas.

November 11. Veterans Day began in 1919 as Armistice Day to commemorate the end of World War I. In 1954 President Eisenhower signed an act of Congress, changing November 11 to Veterans Day, "a day dedicated to world peace" and honoring all veterans of the U.S. armed services.

January 15. Martin Luther King Jr. (1929–1968) was a Baptist minister who led the U.S. civil rights movement in the 1950s and 1960s by advocating nonviolent resistance to achieve equality for black people. He received the Nobel Peace Prize in 1964 for his role in working for civil rights through peaceful means. His efforts contributed to the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. He was assassinated in 1968.

February 12. Abraham Lincoln (1809–1865) became the 16th president of the United States in 1860 and was president during the Civil War. He is responsible for the Emancipation Proclamation of 1863, declaring that all slaves still in states of rebellion shall be forever free. Lincoln has become a legendary figure representing the ideals of democracy. He was assassinated in 1865.

February 15. Susan B. Anthony (1820–1906) organized campaigns across the United States advocating the right of women to control their own property, vote, and get an education. In 1872, she illegally voted in a federal election to protest the 14th and 15th amendments to the U.S. Constitution, which gave all men, but not women, the right to vote. She was arrested, tried, and fined for her action. In 1920, the "Anthony Amendment," granting women the right to vote, became the 19th amendment to the U.S. Constitution.

February 22. George Washington (1732–1799) is known as the Father of Our Country for his efforts to create a new nation. He was commander of the Continental Army and a political leader in the Revolutionary War. In 1789, he was inaugurated as the first president of the United States, and he served two terms. He set a high standard of personal integrity and established a model of administrative excellence for all subsequent presidents to follow.

March 4. Casimir Pulaski was born in Poland in 1747. He came to America in 1777, after fighting for Poland's independence, and joined forces with General Washington. After saving Washington's life, Pulaski was made brigadier general of the American Cavalry. Pulaski was wounded in battle and died on October 11, 1779.

April 13. American's Creed Day commemorates the American's Creed written in 1917 by William Tyler Page, who was then a messenger in the U.S. House of Representatives. His statement was the winning entry in a national contest for the "best summary of American political faith." The 100-word creed was accepted by the House of Representatives in April 1918.

April. Arbor Day. The Arbor Day movement began in the 1800s to promote conservation and beautification of the environment. It is observed in all 50 states, the District of Columbia, Guam, and Puerto Rico with annual tree planting ceremonies. Wisconsin observes Arbor Day on the last Friday in April.

June 14. Robert La Follette Sr. (1855–1925) is widely regarded as Wisconsin's most distinguished political leader. He served in the U.S. House of Representatives from 1885 to 1891, as Wisconsin governor from 1900 to 1906, and in the U.S. Senate from 1906 until his death in 1925. He was one of the founders of the national Progressive Party and, in 1924, was that party's candidate for president of the United States. A 1957 poll of historians and senators named La Follette as one of five most distinguished nonliving senators. Robert La Follette Sr. day is to be observed if school is in session on June 14.

Equity and the Curriculum

The state and the nation recognize the differences in the experiences of women and men; of all races, colors, and ethnic groups; and of people of varied physical and mental abilities. These factors often result in the sorting, grouping, and tracking of female, minority, and disabled students in stereotyped patterns that prevent them from exploring all options and opportunities according to their individual talents and interests. The cost of bias to academic achievements, psychological and physical development, careers, and family relationships is significant. All students should have the opportunity to observe their own places in the curriculum, to grow and develop, and to attain identity.

To that end, the Department of Public Instruction recommends the inclusion of all groups in the curriculum and in teaching materials. Invisibility, stereotyping, imbalance and selectivity, unreality, fragmentation and isolation, and linguistic biases should be eliminated. We urge Wisconsin school districts to actively value all persons by including the contributions, representations, and experiences of all groups in curricular objectives and classroom activities.

Invisibility omits or underrepresents certain groups, which leads to the implication that these groups are of less value, importance, and significance.

Stereotyping assigns only traditional and rigid roles or attributes to a group, thus limiting the abilities and potential of that group or denies students a knowledge of the diversity, complexity, and variations of any group of individuals.

Imbalance and selectivity present only one interpretation of an issue, situation, or group; distort reality; and ignore complex and differing viewpoints through selective presentation of materials.

Unreality presents an unrealistic and inaccurate portrayal of our history and our contemporary life experiences.

Fragmentation and isolation separate issues related to minorities and women from the main body of instructional material or classroom instructional material or classroom instruction.

Linguistic bias excludes the roles and importance of females by constantly using sex-biased words.

References

Center for Civic Education. 1991. *Civitas: A Framework for Civic Education.* Calabasas, CA: Center for Civic Education.

Jarolimek, John. 1990. "Social Studies for Citizens of a Strong and Free Nation." In *Social Curriculum Planning Resources.* Washington, DC: National Council for the Social Studies, 1990.

Resources

Curriculum Standards

Center for Civic Education. 1994. *National Standards for Civics and Government.* Calabasas, CA: Center for Civic Education. www.civiced.org

National Center for History in the Schools. 1996. *National Standards for History.* Los Angeles: National Center for History in the Schools.

National Council for Geographic Education. 1994. *Geography for Life: National Geography Standards.* Washington, DC: National Council for Geographic Education. www.ncge.org

National Council for the Social Studies. 1994. *Expectations of Excellence: Curriculum Standards for Social Studies.* Washington, DC: National Council for the Social Studies. www.ncss.org

National Council on Economic Education. *Voluntary National Content Standards in Economics.* 1997. New York: National Council on Economic Education. www.ncee.org

Wisconsin Department of Public Instruction. 1998. *Wisconsin's Model Academic Standards for Social Studies.* Madison: Wisconsin Department of Public Instruction. www.dpi.state.wi.us

Social Studies Professional Organizations

Wisconsin Organizations

Marathon County History Teaching Alliance; contact, Professor James J. Lorence at UW–Marathon (E-mail: jlorence@uwc.edu)

Wisconsin Council for the Social Studies; contact, Eric Anderson, membership director (E-mail: eha11554@vbe.com), or contact the social studies consultant at the department for the current officers.

Wisconsin Council for Economic Education, 161 W. Wisconsin Ave., Suite 3150, Milwaukee, WI 53203; www.wiscon.org

Wisconsin Bar Association, Law-Related Education Committee, 5302 Eastpark Blvd., P.O. Box 7158, Madison, WI 53707-7158; www.wisbar.org

State Historical Society of Wisconsin, Office of School Services, 816 State Street, Madison, WI 53706-1488; www.shsw.wisc.edu

Wisconsin Educational Communications Board, 3319 W. Beltline Highway, Madison, WI 53713; www.ecb.org

Wisconsin Geographic Alliance, Department of Geography, UW–Eau Claire, Eau Claire, WI 54702

Wisconsin Sociology Association; contact, Bob Greene, Greenfield High School, 4800 S. 60th St., Greenfield, WI, 414-281-6200; rwgreene@execpc.com

Wisconsin Centers for International Studies

Center for International Education, P.O. Box 413, Garland Hall 102, Milwaukee, WI 53201, Phone: 414-229-4344, E-mail: cie@uwm.edu, Internet: http://www.uwm.edu/Dept/CIS

The Center for Latin America, P.O. Box 413, Garland 202, Milwaukee, WI 53201, Phone: 414-229-5986, E-mail: cla@uwm.edu, Internet: http://www.uwm.edu/Dept/CLA

Latin American and Iberian Studies, 209 Ingraham Hall, 1155 Observatory Drive, Madison, WI 53706, Phone: 608-262-2811, E-mail: latam@macc.wisc.edu, Internet: http://polyglot.lss.wisc.edu/laisp

The Center for Russia, East Europe, and Central Asia (CREECA), 210 Ingraham Hall, 1155 Observatory Drive, Madison, WI 53706, Phone: 608-262-3379, E-mail: creeca@macc.wisc.edu, Internet: http://polyglot.lss.wisc.edu/creeca/

The Center for South Asia, 203 Ingraham Hall, 1155 Observatory Drive, Madison, WI 53706, Phone: 608-262-4884, E-mail: sasianctr@macc.wisc.edu, Internet: http://www.wisc.edu/southasia

The Center for Southeast Asian Studies, 207 Ingraham Hall, 1155 Observatory Drive, Madison, WI 53706, Phone: 608-263-1755, E-mail: seasian@macc.wisc.edu, Internet: http://www.wisc.edu.ctrseasia

National Social Studies Organizations

National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring, MD 20910; http://www.ncss.org

Geography

National Council on Geography Education, Indiana University of Pennsylvania, Leonard Hall, Room 16A, 421 North Walk, Indiana, PA 15705-1087; www.ncge.org

National Geographic Society, 1145 17th Street NW, Washington, DC 20036-4688; www.nationalgeographic.com

History

National Council for History Education, 26915 Westwood Rd., Suite B-2, Westlake, OH 44145-4657; www.history.org/nche

National Center for History in the Schools, Department of History, University of California at Los Angeles, 6265 Bunche Hall, 405 Hilgard Avenue, Los Angeles, CA 90095-1473; www.sscnet.ucla.edu/nchs/

American Historical Association, 1717 Church Street, Nashville, TN 37203–2991; www.aaslh.org

Organization of American Historians, 112 North Bryan Street, Bloomington, IN 47408-4199; www.indiana.edu/~oah

Society for History Education, P.O. Box 1105, 36342 Hwy. 78 #15, Julian, CA 92036; www.csulb.edu~histeach/

National History Day, 0119 Cecil Hall, University of Maryland, College Park, MD 20742; www.thehistorynet.com/NationalHistoryDay

Political Science and Citizenship

Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302; www.civiced.org

American Political Science Association, 1527 New Hampshire Avenue NW, Washington, DC 20036-1206; www.apsanet.org

Close Up Foundation, 44 Canal Center Plaza, Alexandria, VA 22314-1592; www.closeup.org

Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005; www.crf-usa.org

Wisconsin Taxpayers Alliance, 335 W. Wilson Street, Madison, WI 53703

Economics

National Council on Economic Education, 1140 Avenue of the Americas, New York, NY, 10036; www.nationalcouncil.org or www.economicsamerica.org

Behavioral Sciences

American Anthropological Association, 4350 North Fairfax Drive, Suite 640, Arlington, VA 22203-1620; www.ameranthassn.org

American Sociological Association, 1307 New York Avenue NW, Suite 700, Washington, DC 20005; www.asanet.org

American Psychological Association, 750 First Street NE, Washington, DC 20002-4242; www.apa.org

Law-Related Education

American Bar Association, Division for Public Education, 541 N. Fairbanks Court, Chicago, IL 60611; www.abanet.org/publiced/home.html

National Social Studies Publications

Journal of Geography. Published bimonthly by the National Council for Geographic Education, 421 North Walk, Indiana University of Pennsylvania, Indiana, PA 15705-1807; www.ncge.org

Perspective. The newsletter of the National Council for Geographic Education, Indiana University of Pennsylvania, 421 North Walk, Indiana, PA 15705-1807 http://www.ncge.org

Social Education, the official journal of the National Council for the Social Studies, and *Middle Level Learning*, 3501 Newark Street NW, Washington, DC 20016; www.ncss.org

The Social Studies Professional. A newsletter of the National Council for the Social Studies, 3501 Newark Street NW, Washington, DC 20016; www.ncss.org

Social Studies and the Young Learner. A quarterly for creative teaching in K–6. National Council for the Social Studies, 3501 Newark Street NW, Washington, DC 20016; www.ncss.org

Theory and Research in Social Education. The official journal of the College and University Faculty Assembly of the National Council for the Social Studies, 3502 Newark Street NW, Washington, D.C. 20016; www.ncss.org

The History Teacher. A quarterly published by the Society for History Education, P.O. Box 1105, 36342 Hwy. 78 #15, Julian, CA 92036; www.csulb.edu/~histeach/

Facing History and Ourselves. A yearly publication from Facing History National Office, 16 Hurd Road, Brookline, MA 02146.

The American Historical Review. Published by the American Historical Association, 400 A Street SE, Washington, DC 20003.

History Matters! Published by the National Council for History Education, Inc., 26915 Westwood Road, Suite B-2, Westlake, Ohio 44145.

The Social Studies. Published by Heldref Publications, 1319 Eighteenth Street NW, Washington, DC 20036-1802.

Journal of Economic Education. Heldref Publications, 1319 18th St. NW, Washington, DC 20036-1802, 202-296-6267.

Wisconsin Social Studies Publications

The Wisconsin Council for the Social Studies President's Newsletter
The Wisconsin Council for the Social Studies Ideas Newsletter
The Wisconsin Council for the Social Studies Journal
The Wisconsin Council for the Social Studies Newsletter

Contact Mike McKinnon, Wisconsin Council for the Social Studies newsletter editor, School District of Janesville, 527 S. Franklin Street, Janesville, WI 53545, 608-743-5043; or contact the social studies consultant at the department for the current president and editor.

Other Organizations:

ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS), Indiana University, 2805 E. Tenth Street, Suite 120, Bloomington, IN 47408-2698; www.indiana.edu/~ssdc/eric_chess.htm

National Board for Professional Teaching Standards, 26555 Evergreen Road, Suite 400, Southfield, MI 48076; www.nbpts.org/nbpts/

Social Science Education Consortium, Box 21270, Boulder, CO 80308-4270; www.ssecinc.org

Web Sites

This is a partial listing of Web sites that are frequently used by teachers. The most stable long-term Web sites were selected for this guide. It is not a comprehensive list. The major social studies organizations have developed some of the best current Web sites. The links listed at their Web sites are usually up to date.

Wisconsin Information Network for Successful Schools (WINSS) is an interactive Web site that contains a section on best practices. The Marco Polo program of K–12 content activities will also be available on the Wisconsin Department of Public Instruction Web page, www.dpi.state.wi.us

EDSITE www.edsite-ment.neh.gov

This is a meta-site with links to educational sites on the Web that provide information about the humanities, including history, social studies, and government. It includes learning guides to help orient teachers and students in how to use the Web.

Current Events

CNN Interactive: www.cnn.com
USA Today: www.usatoday.com
The Associated Press: www.apalert.com
NewsLink: www.newslinkorg/news.html
The New York Times: www.nytimes.com; www.nytimes.com/learning
Time for Kids magazine: www.pathfinder.com/TFK
Scholastic: www.scholastic.com/scholasticnews (offers content for students, teachers, and parents)
The Washington Post: www.washingtonpost.com
The Denver Post: www.denverpost.com
The Los Angeles Times: www.latimes.com
Time Magazine: www.time.com
U.S. News and World Report: www.usnews.com
ABC News: www.abcnews.go.com
Newsweek: www.school.newsweek.com

Wisconsin State Government

Wisconsin Statutes: www.legis.state.wi.us

History

Do History: www.dohistory.org
Teaching with Historic Places: www.cr.nps.gov/nr/twhp/descript.html
WWW Services for Historians: www.grid.let.rug.nl/ahc/hist.html
Links for the History Profession: www.oah.org/announce/links.html
In-Sites for Teaching History and the Social Studies: www.members.tripod.com/ozpk/history.htlm
The National Council for History Education: www.history.org/nche
Classroom Connects collection of Web history sites: www.classroom.net
Collapse: Why Do Civilizations Fail?: www.learner.org/exhibits/collapse
E-Conflict's World Encyclopedia: www.emulateme.com
Women in World History Curriculum: www.womeninworldhistory.com
World History Compass: www.SchillerComputing.com/whc/index.htm
The World History Association: www.hartford-hwp.com/WHA/index.html

United States History

Teaching With Historic Places: www.cr.nps.gov/nr/twhp/descrip.html
Links to the Past: Tools for Teaching: www.cr.nps.gov/toolsfor.htm
National American History Archive Explorer:
    www.ilt.columbia.edu/k12/history/aha.html
HyperHistory Online (more than 1,400 Files covering 3,000 years of world history):
    www.hyperhistory.com/online_n2/History_n2/main.html
Answers to history questions through email: Ask-history@csd.uwm.edu
Been Here So Long: Narratives from the WPA American Slave Narratives: www.newdeal.feri.org/asn/index.htm
The Library of Congress Exhibitions: www.lcweb.loc.gov/exhibits
The Library of Congress: www.loc.gov check it!
History Buff's Home Page: www.historybuff.com/index.html
Creating On-line Material for Teaching United States History: www.etext.lib.virginia.edu/history
History Matters: www.historymatters.gmu.edu
Vietnam: Echoes from the Wall: www.teachvietnam.org
Facing History: www.facing.inter.net/
Wisconsin Educational Communications Board: www.wecb.org

United States Government

The White House: www.whitehouse.gov
Virtual Tour of Washington, DC: www.csuchico.edu/edu/c11.html
Yahoo!: www.dc.yahoo.com
National Capital Parks: www.nps.gov/nacc
City Net: Washington, DC: www.city.net/countries/united_states/
Clickable Map of Washington, DC: sc94.ameslab.gov:80/TOUR/tour.html
The House of Representatives: www.house.gov
The Senate: www.senate.gov
The President's Cabinet: www.whitehouse.gov/WH/Cabinet.html/cabinet_links.html
The Library of Congress: www.loc.gov
The Smithsonian Institution: www.si.edu
City Net: www.city.net
Lessons and help are available at the following.
http://lcweb2.loc.gov/learn/lessons/psources/source.html
Millions of primary sources related to American history, including documents, oral histories, and photographs:
National Archives and Records Administration: www.nara.gov/education
C-SPAN: www.c-span.org/classroom/lessonplans/campaign.html

Art

Art Institute of Chicago: www.artic.edu
The Metropolitan Museum of Art, New York: www.metmuseum.org
The San Francisco Museums of Fine Arts: www.thinker.org

WebQuests

Kathy Schrock's WebQuest Guide: www.school.discover.com/schrockguide/webquest/webquest.html
Kathy Schrock's WebQuest Slide Show: www.capecod.net/schrockguide/webquest/wgs1.htm
WebQuest Design Process by Bernie Dodge: www.edweb.sdsu.edu/webquest/Process/WebQuestDesignProcess.html

Geography Maps

Maps: www.mapquest.com
National Geographic: www.nationalgeographic.com
United States Geological Survey: www.usgs.gov
Downloadable Satellite Images: www.members.aol.com/landsated/MOREHTML/nalc.html
Maps on Demand: www.epa.gov/enviro/html/multisystem_query_java.html
National Parks Service: www.nps.gov
Rand McNally free outline maps, lesson plans, activities: www.k12online.com

Civics Education

Center for Civic Education: www.civiced.org
U.S. Information Agency: www.civnet.org
The Close Up Foundation: www.closeup.org
The 1998 National Assessment of Educational Progress Civics Frameworks: www.nagb.org
The American Promise: www.americanpromise.com/home.html
National Archives and Records Administration: www.nara.gov/education/teaching/archives
Library of Congress: www.lcweb.loc.gov
U.S. House of Representatives: www.house.gov
U.S. Senate: www.senate.gov
The White House: www.whitehouse.gov
City Link: www.usacitylink.com/default.html
Links to government sites: www.fedworld.gov
Local and state governments: www.sttelocal.gov
The Washington Post newspaper: www.washingtonpost.com
CSPAN: www.cspan.org
CNN/Time: www.allpolitics.com
Public Broadcasting System: www.pbs.org
Democracy Forum: www.democracyplace.org

Economic Web Sites

A link to newspapers and current events related to economics: www.economicsamerica.org/econedlink
National Council for Economic Education: www.nationalcouncil.org
Free Government Resource: www.ed.gov/free
CSPAN: www.ed.gov/pubs/parents/internet

Population Information

U.S. Census Bureau: www.census.gov
Population Reference Bureau: www.prb.org/prb
Population Action International: www.populationaction.org
World Resources Institute Environmental Education Project: www.wri.org/enved
Sierra Club: www.sierraclub.org
Zero Population Growth: www.zpg.org

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